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ABSTRACT

This packet of technology learning activity (TLA) materials on audiovisual programming for students in grades 6-10 consists of a technology education overview, information on use, and the instructor's and student's sections. The overview discusses the technology education program and materials. Components of the instructor's and student's sections are described next. The instructor's section contains background information, suggested activities, suggested resources, and expected learner outcomes. A lesson plan for the 8-day module includes assignments; equipment, tools, and supplies list; and facilities requirements or modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics include the following: brainstorming, outlining, and completing a script for a video production; creating a story board; diagraming blocking and camera angles; and shooting a video. The student section provides materials for each day, including the following: summary of activities, assignments to turn in; goal; vocabulary; expected learner outcomes; list of objectives; list of related Technology Student Association competitive events; and academic and workplace applications reinforced by specific activities in this TLA. An optional activity concludes the student section. (YLB)

ED 380 589

Technology Learning Activity

Technology Education Series

AUDIOVISUAL PROGRAMMING

TLA TE-1131

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CIMC

Teacher Edition

Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, Ok 74074-4364

TECHNOLOGY EDUCATION

TECHNOLOGY LEARNING ACTIVITY

TE1131

AUDIOVISUAL PROGRAMMING

Suggested Time: 8 Days

Developed by the
Curriculum and Instructional Materials Center
for the Technology Education Division
Oklahoma Department of Vocational and Technical Education

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Curriculum and Instructional Materials Center

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TABLE OF CONTENTS

FOREWORD 4
PREFACE 5
ACKNOWLEDGEMENTS 6

TECHNOLOGY EDUCATION OVERVIEW
- About the Program 8
- About the TLAs 10
- About Ordering TLAs 12
- Corrections and Suggestions 14

USING THIS PUBLICATION: INSTRUCTOR'S SECTION
- Background Information 15
- Expected Learner Outcomes 15
- Suggested Activities 17
- Suggested Resources 18
- Instructional Sequence 18
- Equipment, Tools, and Supplies Summary Worksheet 18
- Pretest and Posttest 19
- Test Answers 19
- Evaluation Summary 19

USING THIS PUBLICATION: STUDENT'S SECTION
- Introduction 20
- Summary of Activities for the Day 20
- Pretest Instructions 21
- Assignments to Turn In 21
- Goal 21
- Words You Should Know 21
- Expected Learner Outcomes 22
- Objectives 22
- Related TSA Competitive Events 22
- Academic and Workplace Applications 23
- Impact Statements 29
- Career Search 30
- Posttest Instructions 30
- Skunk Works 31

HAZARD ALERT MESSAGES 32

INSTRUCTOR'S SECTION 35

STUDENT'S SECTION

FOREWORD

What will be the careers of the future? The workforce of tomorrow will be shaped by the technologies being developed today. Students today need accurate, interesting information on growing technologies in order to make informed decisions about their futures.

It is our hope that this curriculum will help improve the quality of career decisions for our students. Students are introduced to a wide range of current, "cutting-edge" technologies and are encouraged to think critically about how those technologies influence their lives and futures. Today's students do not have to become the victims of "technological illiteracy," but instead can learn to anticipate technological developments and take positive steps to prepare for the future.

Technology Learning Activities provide students with the knowledge and an introduction to the skills they need for a positive learning and career experience. Every generation is faced with learning how to manage technological advances. Information gained through participation in the *Technology Education* program can help students develop a holistic view of technology on which to base their educational and career decisions.

Roy Peters, Jr., Ed.D., State Director
Oklahoma Department of
Vocational and Technical Education

Roger Stacy, Ed.D., State Supervisor
Technology Education
Oklahoma Department of
Vocational and Technical Education

PREFACE

We believe that one of the most effective ways to improve education is through the development and implementation of a sound instructional materials system. Technology Education instructional materials represent a new design for CIMC which recognizes the importance of graphic materials in the learning process.

Technology Education instructional materials are designed for 6th through 10th grade students. The design of these materials is based on current research on how people read and gain information from documents. The design is called "New Look" and integrates both graphics and text into a balanced presentation which is easy to use and follow.

Technology Education provides the student a look at what the world will be like in the future based on technologies in use and being developed today. Throughout the Technology Education instructional materials, the students are introduced to "cutting-edge" technologies that they will use and encounter in a working environment later in life. This exposure gives them a wide range of experiences on which to base career decisions.

This publication is intended as a starting point, from which the teacher can innovate, localize, and personalize in order to prepare students for their future. The *Technology Education* series of Technology Learning Activities was written with the realization that we are creating the workforce of tomorrow by how and what we teach about technology today.

Sherry Wietelman, Curriculum Development Specialist
Curriculum and Instructional Materials Center
Oklahoma Department of
Vocational and Technical Education

Charles F. Kemnitz, President
Atlati Communications, Inc.

ACKNOWLEDGEMENTS

The Curriculum and Instructional Materials Center (CIMC) extends its appreciation to those individuals who played important roles in the development of Technology Learning Activity materials.

Generous thanks is extended to Lynn Hawkins and Jim Harder, both Technology Education teachers at Mayfield Junior High School, for the time, talent and knowledge they contributed in determining the content of this Technology Learning Activity (TLA). We also extend our thanks to them for writing the pilot TLA upon which this TLA was based.

Thank you is also extended to the vocational educators who helped with field testing and contributed their expert input on individualized vocational instructional methods.

Alan Fillmore
Meeker High School

Jerry Lewis
Atoka High School

Ron Givens
Tulsa-Nimitz Middle School

We also thank the State Director, Dr. Roy Peters, Jr., and the Assistant State Director, Dr. Charles O. Hopkins, for their continued support throughout this project.

The school administrators who supported instructor participation in this project and/or allowed their facilities to be used as field test sites in this project deserve a special thank you, as well.

Chris Gillespie
Atoka High School

Brent Walden
Meeker High School

Marolyn Hunnicutt
Tulsa-Nimitz Middle School

Joe Shirley
Mayfield Junior High School

Oklahoma Department of Vocational and Technical Education Technology Education staff who provided leadership and direction on this project also deserve special recognition.

Roger Stacy, Ed.D.
State Supervisor
Technology Education

Donovan Bowers
Assistant State Supervisor
Technology Education

Harold Holley
Assistant State Supervisor
Technology Education

Special Recognition and gratitude is expressed to Dr. Charles F. Kemnitz who trained and coordinated the efforts of a team of technical writers on this project. His professionalism, dedication and commitment to quality instructional materials allowed us to design learning activities that students can readily use to explore new and existing technologies.

Only through the close cooperation of the Curriculum and Instructional Materials Center staff was this curriculum developed. Sincere thanks are shared with the CIMC coordinators

Brenda Stacy, Ed.D.
CIMC Coordinator

Lynna Ausburn, Ph.D.
CIMC Development Coordinator

Special recognition and thanks are also extended to other individuals within the Oklahoma Department of Vocational and Technical Education (ODVTE) involved in the development and distribution process: Noel Wilcoxson, Duane "Frosty" Foster and Diane Ensign and their staffs at the ODVTE Print Shop; Bob Davis and staff artist Kathryn Moore for the cover design; Darrel Stiles and his staff in the ODVTE Warehouse for packaging and coordinating transportation and distribution of these materials; and Rose Primeaux and her staff in Word Processing.

Finally, a big thank you to all ODVTE team members who offer their support on a daily basis in "behind-the-scenes" ways but never seem to be recognized for their contributions: Suzanne Perry and Terri Tomson, CIMC secretaries; Karen Heppel and Shirley Hill, Technology Education secretaries.

Sherry Wietelman
Curriculum Development Specialist
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education

TECHNOLOGY EDUCATION OVERVIEW

About the Program

Because the American culture is distinctly characterized as technological, it becomes the function of our schools to give every student an insight into and an understanding of the technological nature of the culture. Technology Education strives to perform this function.

Technology Education in Oklahoma is an instructional program that provides young men and women (grades 6 - 10) with daily, hands-on exploratory experiences and insights into technology and career opportunities so that they can make meaningful occupational and educational choices. It is a program which can enhance the educational experience of all students, whether they are the valedictorian/honor-type student, the middle range/average student, or the student who has found little success in school, namely the at-risk student.

Technology Education acquaints all students with their technological environment so they can make rational decisions about their own lives on a day-to-day basis and participate in controlling their own destiny. The program directs students to related technological and industrial fields, enabling students to realize their full potential and make maximum use of their individual talents in fulfilling career goals in their selected areas of employment.

Technology education capitalizes on the individual's potential for reasoning and problem solving, for imagining and creating, and for constructing and expressing through the use of tools and materials related to technology. It develops content and

TECHNOLOGY EDUCATION OVERVIEW

experiences to contribute to the growth and development of students commensurate with their potential. Thus, Technology Education is a basic and fundamental study for all persons in regard to career explorations and educational opportunities.

Opportunities to develop and apply leadership, social, civic, and technologically related skills are provided through the Technology Student Association (TSA). TSA is the appropriate vocational student organization identified as a teaching tool for teachers to use in assisting students to achieve identified course competencies. Competency-based activities are an integral part of the instructional program.

All Technology Education courses are taught in a one-period block of time (45-55 minutes), with each of the four Technology systems (communication, construction, manufacturing, and transportation, energy and power) being designed to provide a means through which other courses such as math, science, English, and social studies can be applied in a practical manner within a technology-based situation. Teaching across the curriculum is vital to the success of a Technology Education program.

TECHNOLOGY EDUCATION OVERVIEW

About the TLAs

The *Technology Education* series consists of 40 Technology Learning Activities (TLAs) for instruction and a supplemental activities book. Each TLA is divided into two parts: an instructor's guide and a student guide. The instructor's guide provides an overview of Technology Education, a summary of activities and supplies needed for students to complete the Technology Learning Activity, a supplies and materials worksheet for the instructor, an overview of the particular TLA, written exam answer sheets, and evaluation summary for the TLA.

Master copies of the evaluation summary sheets, pretest and posttest, and supplies and materials worksheets are provided with this instructor's edition of the TLA. These sheets may be reproduced for classroom use.

All of the TLAs focus on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

TLAs are designed for use in more than one class period of instruction. Careful study of each TLA by the instructor will help her or him determine the following:

- Skills to demonstrate
- Supplies and equipment needed

TECHNOLOGY EDUCATION OVERVIEW

- Amount of time needed for student practice
- Workstation Bookshelf, Instructors Reference Materials, and a bibliography are provided for supplemental resources
- Supplementary materials, including print and non-print media to order
- Resource people to contact
- Facility modifications which may be necessary to administer the TLA

Each TLA is based on performance objectives. Performance objectives are specific, stating the performances necessary to meet the goal of the TLA.

The overall goal of the unit tells what the student should be able to do and what standard will be used to determine whether the student has achieved competency. The specific objectives outline the sequence of the competencies required to meet the TLA goal. The competencies may be either cognitive, requiring knowledge only, or psychomotor, requiring knowledge and skill.

TECHNOLOGY EDUCATION OVERVIEW

About Ordering TLAs

Additional TLAs in the *Technology Education* series may be ordered through the Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074-4364. Phone 1-800-522-5810.

***NOTE:** The 1100- and 1200-series numbers given on the next page are for ordering TLA Instructor's Editions; to order Student Editions, change the first two numbers to 31 (for 8-Day TLAs) or 32 (for 6-Week TLAs).*

TECHNOLOGY EDUCATION OVERVIEW

TLA Title	Order No.
8-DAY TLAs	
Aerospace and Flight	TE1117
Agricultural Education	TE1123
Audiovisual Programming	TE1131
CAD — Autocad Release 10	TE1114
Career Search	TE1104
Drafting	TE1134
Electricity — Principles and Applications	TE1105
Electronic Publishing	TE1135
Electronics (CES)	TE1106
Fluidics Technology	TE1116
Health Occupations	TE1124
Home Economics	TE1125
Introduction to VoTech	TE1122
Introduction to Animation	TE1132
Keyboarding and Computer Application	TE1115
Laboratory Safety for Construction Technology	TE1107
Laser/Fiber Optics/Holography	TE1129
Lasers Technology	TE1103
Marketing Education	TE1126
Material Processes — Plastics	TE1133
NASA Aerospace-Spacelink	TE1111
Photography	TE1130
Problem Solving	TE1110
Research and Design	TE1101
Residential Construction	TE1121
Robotics — Control Technology	TE1112
Robotics — ProArm	TE1113
Structural Engineering	TE1102
Synergetic Technology	TE1120
Technical Report Writing	TE1118
Technology Challenge	TE1109
Thermal Screen Printing	TE1119
Trade and Industrial Education	TE1127
TSA Leadership	TE1108
Vocational Business	TE1128
6-WEEK TLAs	
Animator	TE1203
CAD/Board Drafting	TE1201
Control Technology	TE1202
Electronics/Electricity/Robotics	TE1204
Electronic Publisher	TE1205

TECHNOLOGY EDUCATION OVERVIEW

Corrections and Suggestions

CIMC wants to provide Technology Education instructors and students materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications or have suggestions for improving their usefulness, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum Development Coordinator
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

USING THIS PUBLICATION

INSTRUCTOR'S SECTION

Background Information

The background information component provides instructors with basic information about the subject of the TLA. Instructors are encouraged to use suggested resources for additional information on the specific technology used in each TLA.

Expected Learner Outcomes

There are 19 Expected Learner Outcomes for the *Technology Education* series. Not every TLA fulfills all 19 Expected Learner Outcomes, so outcomes specific to each TLA are listed in the Instructors Section and in the Student's Section. The 19 Expected Learner Outcomes for the *Technology Education* series are:

- The student will know and appreciate the importance of technology and technological literacy.
- The student will explore career opportunities so they can make meaningful occupational choices.
- The student will explore future educational opportunities so they can make meaningful educational choices.
- The student will apply problem solving and critical thinking techniques.
- The student will apply math, science, reading, and other school subjects in a practical situation.
- The student will develop keyboarding and computer literacy skills.

USING THIS PUBLICATION

INSTRUCTOR'S SECTION

- The student will develop basic skills in the safe and proper use of tools, machines, materials, processes, and technical concepts.
- The student will recognize and develop individual talents.
- The student will think logically and sequentially.
- The student will develop leadership, creative abilities, positive self-concepts, and individual potential in a technological society.
- The student will become a more sophisticated consumer of the goods and services of a technological society.
- The student will adjust to a changing technological environment.
- The student will develop an understanding and the ability to adapt to those technological forces that influence life in the 21st Century.
- The student will develop an understanding of economic development.
- The student will communicate by making clear and relevant points through the development of mental process skills.

USING THIS PUBLICATION

INSTRUCTOR'S SECTION

- The student will apply design, imagination, and creative abilities.
- The student will learn applications of lifelong learning skills.
- The student will think globally and act locally.
- The student will explore the organization and management systems of business and industry.

Suggested Activities

The suggested activities component is to assist during the preparation stage of the teaching/learning process. The activities provide suggestions for preparation and evaluation during the instructional process. The instructor should read the suggested activities before assigning the TLAs to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resource persons. Duties of the instructor will vary according to the particular TLA.

USING THIS PUBLICATION	INSTRUCTOR'S SECTION
Suggested Resources	Suggested resources include people and print and non-print media that may be used with the TLA. References used during the development of each TLA are also provided. The instructor can use suggested resources and TLA references to supplement her or his knowledge of the subject to help students with particular interests or objectives in the area covered. Please note that suggested resources and references listed in this publication existed when this publication was written. CIMC assumes no responsibility for providing these materials and cannot ensure the availability of these materials as individual vendors, manufacturers, and publishers may discontinue these products at any time.
Instructional Sequence	This component provides instructors with daily lesson plans for the TLA. Included in the instructional sequence component are suggested daily assignments and equipment, tools, and supplies that will be needed for each student. A column for facility requirements or modifications is provided for each instructor. This component is provided as a guide to plan for and monitor students' progress through the TLA.
Equipment, Tools, and Supplies: Summary Worksheet	This component is provided as a planning tool for instructors. It provides instructors with a list of the necessary equipment, tools and supplies to support student activities and provides specific information for budgeting purposes.

USING THIS PUBLICATION	INSTRUCTOR'S SECTION
Pretest and Posttest	These components provide criterion-referenced evaluation of the objectives listed in each TLA. If objectives or activities have been added, deleted, or modified, appropriate changes should be made on the tests.
Test Answers	This component is provided to assist instructors in evaluating student performance on written tests.
Evaluation Summary	This component is provided to assist instructors in summarizing the performance of each student on an individual basis. The evaluation summary forms are also provided as photocopy masters for the instructors use.

USING THIS PUBLICATION

STUDENT'S SECTION

Introduction

Daily activities are the step-by-step procedures students will follow to complete the learning experience. Each TLA is organized by daily tasks and activities. Students are able to pace their progress through the TLA by referring to the activities for the day.

Within the daily activity pages are components common to all TLAs.

Summary of Activities

A Summary of Activities page begins each day of the TLA. This page provides several important pieces of information for both the student and instructor.

❶ In the left column this page provides the student with a list of activities to be accomplished that day.

❷ In the right column the major Academic and Workplace Application which applies to that day's activities is graphically indicated with a standard icon.

❸ Below the icon is a list of specific skills reinforced during that day's activities.

USING THIS PUBLICATION	STUDENT'S SECTION
Pretest Instructions	The students are required to take a Pretest as one of the first day's activities. The instructions for the Pretest are given in this section.
Assignments to Turn In	Day One includes a list of all assignments the students are expected to turn in during or at completion of the TLA. This list includes all tests, activities, and products covered in the TLA.
Goal	On Day One, following the assignments checklist, is a concise statement of the overall goal of the TLA. This statement summarizes the purpose for completing the TLA and encourages the student to think about the broader implications of the learning experience.
Words You Should Know	The first day's activities include a glossary of unfamiliar technical terms used in the TLA. Often these terms are necessary for the student in order to accurately follow instructions in the activity procedures. The students should be encouraged to review this glossary and refer to it often during the course of the TLA.

USING THIS PUBLICATION	STUDENT'S SECTION
Expected Learner Outcomes Reinforced by this TLA	As stated in the guide to the Instructor's Section, there are 19 identified Expected Learner Outcomes associated with the *Technology Education* series. This section of Day One activities lists the Expected Learner Outcomes that specifically apply to the TLA. A student who reviews this list will gain a better understanding of the scope of experiences and skills to be gained from the TLA.
Objectives	Each TLA is made up of a set of measurable objectives. In this section on Day One, students are given a list of all the objectives addressed in the TLA. This list can serve to introduce students to the "flow" of the TLA as they build introductory skills in a technology.
Related TSA Competitive Event(s)	Each TLA may be used by students to begin work toward completion of a Technology Student Association competitive event. Some TLAs are tied to a specific TSA event; other TLAs may be used with several events. This Day One section gives the student and instructor a list of appropriate TSA events which the TLA may support. TSA competitive events promote leadership development, and an understanding that winning isn't everything but involvement is. Events are staged at Local, Regional, State, and National levels through which the student may progress.

USING THIS PUBLICATION

STUDENT'S SECTION

Academic and Workplace Applications

The curricular content and activities found in this Technology Learning Activity help students apply academic and workplace competencies. These competencies include: Reading Skills, Writing Skills, Mathematics Skills, Science Skills, Oral Communications Skills, Interpersonal or Relating Skills, Creative Thinking and Problem Solving Skills, Employability Skills, and Social Studies Skills.

Preparing students to enter successfully into today's world ...

Preparing students to enter successfully into today's world of work offers vocational education a substantial challenge. The contemporary workplace is characterized by constant and rapid technological change and by increasing job complexity and skill intensity. Due to rapid technological advancement, the half-life of work skills is now reduced to a bare three to five years. Out of this new workplace environment has arisen a growing national awareness of the critical importance of an American workforce armed with the skills necessary to survive in a competitive economy.

... emergence of a renewed emphasis on basic academic skills ...

One result of this national awareness has been the emergence of a renewed emphasis on basic academic skills in all areas of education. Pressure to increase academic skill development is being placed on education by both legislative action and industry mandate. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 sets stringent academic and workplace skill requirements for vocational education. State legislatures are increasingly requiring basic skills accountability by teachers and school administrators.

USING THIS PUBLICATION	STUDENT'S SECTION
... expected learner outcomes are being implemented with increasing frequency.	Graduation exams, minimum competency requirements, and expected learner outcomes are being implemented with increasing frequency. In addition, business and industry are delivering the message clearly to educators that vocational competence now requires increased strength in academic and workplace skills.
The issue of basic skills ... was successfully addressed in a national three-year study ...	The issue of the basic skills currently required in the work place was very successfully addressed in a national three-year study conducted jointly by the American Society of Training and Development (ASTD) and the U.S. Department of Labor (DOL). The findings of this study were published in 1990 in the book, *Workplace Basics: The Essential Skills Employers Want.*
... research indicates clearly that American employers ... need a variety of skills ...	The ASTD/DOL research indicates clearly that American employers have discovered that their workforces need a variety of skills that include, but are not limited to, the classic academic trio of reading, writing, and computation. Employers now are also looking for competence in areas such as "learning to learn," problem solving and critical thinking, interpersonal and teamwork skills, oral communication and listening techniques, and the social and personal management skills that demonstrate a capacity for independence and responsibility in on-the-job performance.

USING THIS PUBLICATION

STUDENT'S SECTION

... business and industry have expanded and re-defined "workplace basics."

It is clear that the requirements of today's business and industry have expanded and re-defined "workplace basics." It is in line with this re-definition, and with the competency requirements of current education legislation, that the Oklahoma Department of Vocational and Technical Education has chosen to address "basic skills" in the instructional materials produced by its Curriculum and Instructional Materials Center.

CIMC materials contain information and activities which develop academic and workplace application competencies ...

It is not a new development for CIMC materials to contain information and activities which develop academic and workplace application competencies in students undertaking vocational programs. What is new is the specific marking, or flagging, of items in our instructional materials that address academic and workplace application skills.

To assist teachers and students in identifying activities which promote academic and workplace skills ...

To assist teachers and students in identifying activities which promote academic and workplace skills development, CIMC has implemented a marking system which uses simple graphic symbols, or icons. These icons are located in the right margins of Activity Sheets. The following is an explanation of the icons and the kinds of academic and workplace application activities they indicate.

USING THIS PUBLICATION

READING SKILLS: Skills involving use of print resource material for obtaining and applying information.

WRITING SKILLS: Skills involving written communication of processes, information, or ideas.

MATHEMATICS SKILLS: Skills involving computation, calculation, and interpretation of numerical data.

STUDENT'S SECTION

Current vocational education literature indicates that functional literacy as a workplace basic needs to be defined in terms of reading competencies actually required for job performance. The activities identified with this icon as addressing reading skills in CIMC materials deal specifically with developing reading skills in an applied, job-related context. These range from general information-gathering activities to tasks requiring use of specific technical reference materials. Many contain a "learning to learn" aspect, which promotes engaging actively and purposefully in vocationally relevant enquiry.

Tasks identified with this icon promote development of skills in written communications. As with reading skills, the writing skills emphasized in CIMC materials have a vocational context. They include filling out forms, keeping work activity records, writing simple memos and letters, generating more complex reports and articles, and written expression of ideas and concepts related to vocational performance or exploration.

This icon identifies activities which develop vocationally-related skills in computation, measurement and estimation, selection and application of appropriate mathematical processes, and collecting, displaying, or interpreting data.

USING THIS PUBLICATION

SCIENCE SKILLS: Skills involving mastery and application of scientific information or theory.

ORAL COMMUN -ICATION SKILLS: Skills involving speaking and listening.

INTER-PERSONAL OR RELATING SKILLS: Skills involving working and getting along with others.

STUDENT'S SECTION

This icon marks activities which are related to the development of skills in either the physical or biological sciences. These skills stress occupationally-related applications of science and technology.

Activities marked with this icon promote development of effective speaking and listening. They include practice in such areas as speaking techniques, word choice, non-verbal messages, use of communication media, and using active listening techniques. Many of these activities promote "learning to learn" skills in verbal enquiry.

Activities which deal directly with skills in relating to others are marked with this icon. This includes areas such as multi-cultural awareness, group processes and dynamics, negotiation, dealing with conflict, cooperation and teamwork, values and attitudes, and leadership and motivation.

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CREATIVE THINKING AND PROBLEM SOLVING SKILLS: Skills involving comprehending, applying, analyzing, and developing complex ideas and situations.

EMPLOY-ABILITY SKILLS: Skills involving choosing, obtaining, and succeeding in a career.

SOCIAL STUDIES SKILLS: Skills involving investi-gation and application of social concepts.

STUDENT'S SECTION

This icon identifies activities which stress development of higher-order thought processes such as problem identification and analysis, lateral thinking, evaluating alternatives, developing solutions, examining assumptions, and evaluating outcomes.

Activities marked with this icon relate to competencies required to obtain employment and develop a career. These competencies include specific occupational tasks. They also include items such as career analysis and selection, job searching, completing applications and resumes, interviewing, and business etiquette and personal management skills required for job-keeping and maturing in one's work. Examples of the latter category include personal presentation, self-discipline, work accuracy, reliability, discretion, punctuality, stress handling, judgement, confidence, etc.

This icon marks activities which stress competencies in fields relating to human society and its distribution and relationships. This includes areas such as history, geography, government and politics, economics, psychology, sociology, demographics, current events, cross-cultural studies, consumer issues, environmental issues, and ethical concerns in science and technology.

USING THIS PUBLICATION

Impact Statements

STUDENT'S SECTION

There are five areas of human culture for which each TLA has an impact. These impact statements appear during Day Eight, after the student has gained some familiarity with the technology.

1. *ENVIRONMENTAL IMPACT:* A statement introducing the student to the impact of the technology on the environment.

2. *SOCIAL/CULTURAL IMPACT:* A statement concerning the impact of the technology on society and culture.

3. *ECONOMIC IMPACT:* A statement concerning the impact of the technology on the economy.

4. *POLITICAL IMPACT:* A statement concerning the impact of the technology on politics, laws, and regulations, and the impact of politics on the development of the technology.

5. *ERGONOMIC IMPACT:* A statement concerning the ergonomic implications of the technology. Ergonomics is the study of developing products and systems that meet people's needs.

USING THIS PUBLICATION

STUDENT'S SECTION

Impact Statements offer the student the opportunity to see beyond the activities in the Technology Learning Lab and glimpse the real-world applications of the technology.

Career Search

Also on Day Eight, the students are given the assignment of investigating several career opportunities related to the technology of the TLA. The investigation is done with *Career Search Abstracts*. A list of up to five careers related to the TLA is given, followed by pages from *Career Search Abstracts* that detail the career qualifications and work environment. The student is required to choose two of the five related careers, read the appropriate abstracts, then write a short essay about why those careers may be appealing.

Posttest Instructions

The students are required to take a Posttest as one of the last day's activities. The instructions for the Posttest are given in this section. The score for the Posttest may be compared to the score for the Pretest to help determine the student's gain during the TLA.

USING THIS PUBLICATION

Skunk Works

STUDENT'S SECTION

Skunk Works, a Day Eight optional activity, includes instructions that could be used for solving problems or reinforcing the enrichment of learning.

The term Skunk Works was coined by engineers at 3M Corporation in the mid-1960s. Some engineers wanted to develop a new product, but company management would not give them the time or money to work on the project. So the engineers "borrowed" time and money from approved projects to work on their "Skunk Works." When they finished developing the product, they presented it to management and it has been a 3M product ever since. The product: Velcro fasteners.

HAZARD ALERT MESSAGES

The Daily Activities include hazard alert information specific to the Activity. These messages should be discussed carefully and thoroughly. The Hazard Alert Message system used in the TLA is based on the American National Standards Institute (ANSI) Standard Z535, which provides for five levels of alert.

Students are introduced to the ANSI Hazard Alert Message system as an activity in the Laboratory Safety for Construction Technology TLA (TE1107/TE3107). This system was adopted by ANSI as the standard in 1990 and will be the hazard alert system in use when students reach the workplace.

Hazard Alert Messages in the TLA are indicated both by the color red and graphically. There are three types of hazard alert graphics used in the TLA: the hazard alert symbol, injury hazard graphics, and avoidance graphics.

Hazard Alert Symbol

This Hazard Alert Symbol is used with the words DANGER, WARNING, and CAUTION. ANSI defines these words as:

DANGER indicates an imminently hazardous situation which, if not avoided, will result in death or serious injury.

WARNING indicates a potentially hazardous situation which, if not avoided, could result in death or serious injury.

CAUTION indicates a hazardous situation which, if not avoided, may result in minor or moderate injury.

HAZARD ALERT MESSAGES

Injury Hazard Graphic

There are two types of graphics used in conjunction with the hazard alert symbol. This type of graphic depicts a specific injury that may be expected if the hazard described in the alert is not avoided.

Avoidance Graphic

This second type of graphic is called an avoidance graphic. It depicts an action the student should take in order to avoid injury.

There are two other ANSI words used in the TLAs and the students should understand their meanings:

NOTICE indicates an action that could result in damage to property or equipment.

IMPORTANT indicates an instruction that can help the student do a better job.

TECHNOLOGY EDUCATION

AUDIOVISUAL PROGRAMMING

TE1131/TE3131

INSTRUCTOR'S SECTION

BACKGROUND INFORMATION

After a professional video producer meets with a client, he/she writes an outline of the proposed video for the client's approval. This is the first formal step in a video production.

The video outline gives the client several things:

- the projected length of the video
- the production time and schedule
- the "three-column" outline
- and the production costs.

A treatment summarizes a video by describing each scene in a narrative form. In a sense, it tells the story of a video — including sounds and actions and the ideas behind them.

The treatment is also a rough version of a script. Instead of merely describing ideas as does a three-column outline, a treatment gets the treatment reader involved in the drama of a video.

— continued —

INSTRUCTOR'S SECTION

VIDEO OUTLINE

TREATMENT

BACKGROUND INFORMATION

INSTRUCTOR'S SECTION

STORYBOARDS

Storyboards present ideas with pictures when words cannot fully describe them. Storyboards are usually photographs or sketches that show each segment of video production ideas in the order that you want to record them. The storyboard includes the audio portion of the video so the storyboard viewer can get a sense of what the final video will be.

Storyboards also help the audiovisual programmer to better see how the words and images in a video relate. This allows him or her to see if the words should be changed to fit the visuals or if the visuals should change to fit the words.

BLOCKING

Blocking began on stages where performers were placed at different locations to draw the attention of the audience either to themselves or the space around them. In video production, it is usually not the performers who move but the cameras or the camera angles.

Video audiences focus their attention a little above the center of the screen. Thus, the most important actions in any scene should take place there.

Another way to draw the audience's attention to an object or area is to pan the camera (move the camera in a horizontal arc to follow action) so the object or area moves from the upper right corner to the lower left corner of the screen.

BACKGROUND INFORMATION

The way a person is placed on the screen also affects audience attention. For example, a person standing in profile draws less attention than a person facing front.

To make an audience pay equal attention to two persons on a video screen, the persons should be of equal height and turned facing one another halfway between full front and profile.

Audiovisual programmers use these techniques to emphasize the important elements of each scene in a video program. But these techniques should fit the scripted material. For example, in most video productions, if someone is speaking that person should receive the audience's attention rather than some character in the background who might be picking flowers.

There are several formats to choose from when writing a script. The format the student will use is a two-column format similar to the format used to create the blocking diagram. In the two-column format, the left column contains the visual portion of the video and the right column contains the audio portion.

The "Video" column contains both the camera instructions (CUT TO, FADE IN/OUT, PAN, CLOSE-UP, etc.) and the image the audience will see (people playing, restaurant, person sitting in chair, etc.).

INSTRUCTOR'S SECTION

SHOOTING SCRIPT

BACKGROUND INFORMATION

The "Audio" column contains all the sound an audience will hear. This includes narration, dialogue, sound effects, and background audio.

The two-column format allows you to place the video portion of a scene beside the audio portion of a scene so you can see quickly how the two parts of your script work together.

INSTRUCTOR'S SECTION

EXPECTED LEARNER OUTCOMES

- The student will explore future educational opportunities so they can make meaningful educational choices.
- The student will apply math, science, reading, and other school subjects in a practical situation.
- The student will apply problem-solving and critical thinking techniques.
- The student will recognize and develop individual talents.
- The student will think logically and sequentially.
- The student will develop leadership, creative abilities, positive self-concepts and individual potential in a technological society.
- The student will become a more sophisticated consumer of the goods and services of a technological society.

— continued —

INSTRUCTOR'S SECTION

EXPECTED LEARNER OUTCOMES

- The student will communicate by making clear and relevant points through the development of mental process skills.
- The student will learn applications of lifelong learning skills.
- The student will explore the organization and management systems of business and industry.

INSTRUCTOR'S SECTION

SUGGESTED ACTIVITIES

✓ Obtain materials to supplement TLA.

See Suggested Resources for computer software and books to supplement this module.

✓ Review instructional outline for this TLA. Modify time frames to suit class needs and plan activities for each class period.

✓ Study the specific objectives to determine those you will cover in your presentation. Decide also which objectives should be taught to which students.

✓ Determine scope and sequence of objectives that you add to the TLA. Design and develop support materials, including evaluation techniques, for additional objectives.

✓ Determine how you will schedule time for students to demonstrate competence in the required procedures.

✓ Make arrangements for guest speakers. Supply speakers with specific objectives and other appropriate sections of this TLA.

INSTRUCTOR'S SECTION

SUGGESTED RESOURCES

Matrazzo, Donna. *The Corporate Scriptwriting Book*. Portland: Communicom Publishing Company. 1989.

Swain, Dwight V. *Scripting for Video and Audiovisual Media*. Boston: Focal Press. 1981.

INSTRUCTOR'S SECTION

INSTRUCTOR'S REFERENCE MATERIALS

Instructional Sequence	Technology Education: Audiovisual Programming		
	Assignments	**Equipment, Tools, and Supplies**	**Facilities Requirements/ Modifications**
Day 1	Complete Pretest Read Assignments to Turn In: Goal, Words You Should Know, Expected Learner Outcomes, Objectives, Related TSA Competitive Events, Academic and Workplace Applications	Computer scan card/sheet or notebook paper #2 Pencil Lined notebook paper (1 sheet)	
Day 2	Complete Objective 1: Using a pencil and paper, brainstorm at least ten subjects for a 60-second commercial video. Select one subject from the list for production. Complete Objective 2: Using a pencil, ruler, and a sheet of notebook paper, write a three-column outline of your proposed video production.	Lined notebook paper (3 sheets) #2 Pencil 38 cm (12-inch) ruler Stopwatch	
Day 3	Complete Objective 3: Using the three-column outline from Day 2, write a complete script treatment for the video project.	#2 Pencil Lined notebook paper (5 sheets)	

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Instructional Sequence	Technology Education: Audiovisual Programming		
	Assignments	**Equipment, Tools, and Supplies**	**Facilities Requirements/ Modifications**
Day 4	Complete Objective 4: Using the three-column outline and script treatment, be able to create a storyboard that reflects the ideas for the 60-second video.	Three-column outline and treatment #2 Pencil 8½" x 11" note pad with blank sheets	
Day 5	Complete Objective 5: Use the storyboard and the information to diagram blocking and camera angles for the video.	Blank notebook paper (10 sheets) #2 Pencil	
Day 6	Complete Objective 6: Use the storyboard and blocking diagram to write a shooting script for the video.	Lined notebook paper (5-6 sheets) #2 Pencil Materials necessary for the prop	
Day 7	Complete Objective 7: Using a video camera and scripts, shoot a 60-second video containing each of these video techniques: zoom, pan tilt, camera edit.	Video camera/camcorder Tripod Lights (if needed) Video cassette tape VCR Television or video monitor Shooting script Blocking script Prop	

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Instructional Sequence	Technology Education: Audiovisual Programming		
	Assignments	**Equipment, Tools, and Supplies**	**Facilities Requirements/ Modifications**
Day 8	Read Impact Statements Complete Career Search Activity Complete Posttest	Computer scan card/sheet or notebook paper Lined notebook paper (1 sheet) #2 Pencil	
SKUNK WORKS	Create a 30-second video with the same message as the 60-second video	38 cm (12-inch) ruler Stopwatch Video camera Tripod Lights (if needed) Video cassette tape VCR Television or video monitor Shooting script Blocking script Lined notebook paper (13-14 sheets) Three-column outline and treatment #2 Pencil 8½" x 11" note pad with blank sheets Prop	

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Equipment, Tools, and Supplies:
Summary Worksheet

Equipment, Tools, and Supplies	Per Student	Per Period	Total Needed	Special Considerations	Cost per Student	Cost per Period	Total Cost	Special Considerations
Computer scan card/sheet	1							
Lined notebook paper	15-16							
#2 Pencil	1							
38 cm (12-inch) ruler	1							
Stopwatch	1							
Video camera/camcorder	1							
Tripod	1							
Lights (if needed)	as needed							
Video cassette tape	1			Provided by student				
VCR	1							
Television or video monitor	1							
8½" x 11" note pad with blank sheets	1							

PRETEST

1. Which of the following things is NOT included in a video outline.

   a. projected video length
   b. production time and schedule
   c. video script
   d. production costs

2. If you have an idea you cannot show visually, you should:

   a. use subtitles (words on the video screen) to explain your idea
   b. leave that idea out of your video because video is a visual medium
   c. have a narrator explain your idea to the audience
   d. none of the above

3. What columns are included in a "three-column" outline?

   a. information, visuals, and audience effect
   b. time, visuals, and audience effect
   c. time, props, and audience effect
   d. information, props, and audience effect

INSTRUCTOR'S SECTION

PART 1

PRETEST

INSTRUCTOR'S SECTION

PART 2

4. What does a video treatment accomplish?

   a. describes each scene in a narrative form
   b. presents a rough version of a script
   c. gets the reader involved in the drama of the video
   d. all of the above

5. What items are included in a storyboard of a video?

   a. photographs or sketches showing each segment of video production
   b. audio and visuals to show how words and images relate in the video
   c. neither "a" nor "b"
   d. both "a" and "b"

PRETEST

INSTRUCTOR'S SECTION

PART 3

6. Which of the following statements about "blocking" a video is NOT true?

   a. Blocking is used to hide flaws in the scenery or to cut bad actors out of scenes.
   b. Blocking began on stages where performers were placed at different locations on the stage.
   c. Blocking draws audience attention to the performers or the space around them.
   d. In video production, it is not usually the performers who move but the cameras or the camera angles.

7. Which of the following is considered good blocking technique?

   a. pan the camera from the upper right to the lower left corners of the screen
   b. place a person in profile to draw less attention than a person standing face front
   c. place the most important actions slightly above the center of the screen
   d. all of the above

PRETEST

INSTRUCTOR'S SECTION

PART 4

8. Which of the following are included under the "video" and "audio" columns of the two-column script?

   a. camera instructions
   b. images the audience will see and sounds the audience will hear
   c. both "a" and "b"
   d. neither "a" nor "b"

9. A 60-second video generally does NOT contain:

   a. 5-7 pieces of information
   b. 8-10 scenes
   c. a full 60 seconds of tape
   d. scenes lasting 6-7 seconds each

10. The 1960 presidential campaign showed the importance of television in the political world.

    a. True
    b. False

POSTTEST

INSTRUCTOR'S SECTION

PART 1

11. Which of the following things is NOT included in a video outline.

    a. projected video length
    b. production time and schedule
    c. video script
    d. production costs

12. If you have an idea you cannot show visually, you should:

    a. use subtitles (words on the video screen) to explain your idea
    b. leave that idea out of your video because video is a visual medium
    c. have a narrator explain your idea to the audience
    d. none of the above

13. What columns are included in a "three-column" outline?

    a. information, visuals, and audience effect
    b. time, visuals, and audience effect
    c. time, props, and audience effect
    d. information, props, and audience effect

POSTTEST

INSTRUCTOR'S SECTION

PART 2

14. What does a video treatment accomplish?

    a. describes each scene in a narrative form
    b. presents a rough version of a script
    c. gets the reader involved in the drama of the video
    d. all of the above

15. What items are included in a storyboard of a video?

    a. photographs or sketches showing each segment of video production
    b. audio and visuals to show how words and images relate in the video
    c. neither "a" nor "b"
    d. both "a" and "b"

POSTTEST

INSTRUCTOR'S SECTION

PART 3

16. Which of the following statements about "blocking" a video is NOT true?

    a. Blocking is used to hide flaws in the scenery or to cut bad actors out of scenes.
    b. Blocking began on stages where performers were placed at different locations on the stage.
    c. Blocking draws audience attention to the performers or the space around them.
    d. In video production, it is not usually the performers who move but the cameras or the camera angles.

17. Which of the following is considered good blocking technique?

    a. pan the camera from the upper right to the lower left corners of the screen
    b. place a person in profile to draw less attention than a person standing face front
    c. place the most important actions slightly above the center of the screen
    d. all of the above

POSTTEST

INSTRUCTOR'S SECTION

PART 4

18. Which of the following are included under the "video" and "audio" columns of the two-column script?

    a. camera instructions
    b. images the audience will see and sounds the audience will hear
    c. both "a" and "b"
    d. neither "a" nor "b"

19. A 60-second video generally does NOT contain:

    a. 5-7 pieces of information
    b. 8-10 scenes
    c. a full 60 seconds of tape
    d. scenes lasting 6-7 seconds each

20. The 1960 presidential campaign showed the importance of television in the political world.

    a. True
    b. False

POSTTEST

21. vewfinder
22. sink sound
23. lip sync
24. fax sheet
25. cutaway
26. sequense
27. shute
28. talent
29. too-shot
30. treatment

INSTRUCTOR'S SECTION

SPELLING TEST

TEST ANSWERS

INSTRUCTOR'S SECTION

PRETEST

1. c
2. b
3. a
4. d
5. d
6. a
7. d
8. c
9. c
10. a

POSTTEST

11. c
12. b
13. a
14. d
15. d
16. a
17. d
18. c
19. c
20. a

SPELLING TEST

21. b
22. b
23. a
24. a
25. a
26. b
27. b
28. a
29. b
30. a

EVALUATION SUMMARY

10 POINTS EACH

Pretest _____

15 POINTS EACH

Objective 1: Select a subject for video production. _____

Objective 2: Write a three-column outline for the video. _____

Objective 3: Write a script treatment for the video. _____

Objective 4: Create a storyboard that reflects the ideas for the 60-second video. _____

Objective 5: Diagram blocking and camera angles for the video. _____

Objective 6: Write a shooting script for the video. _____

INSTRUCTOR'S SECTION

1. PROCESS EVALUATION

1. PROCESS EVALUATION SCORE _____

EVALUATION SUMMARY

The instructor is encouraged to individualize the TLA to address the specific needs of each student, considering age and ability level. In addition to the specific areas on the chart below, the instructor should take into account the student's desire, enthusiasm, etc.

EVALUATION RATING TABLE

Student Name: _____

Criteria	Points Possible	Points Earned
Objective 7 — Prop for use in the video:		
Complete	25	_____
Useful (meaningful)	25	_____
Objective 7 — Videotape		
Was it 60 seconds?	25	_____
Video techniques (zoom, pan, tilt, camera edit)	25	_____

INSTRUCTOR'S SECTION

2. PRODUCT EVALUATION

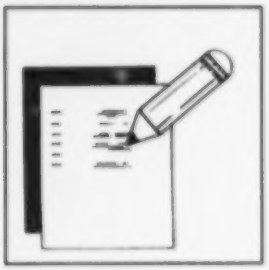
2. PRODUCT EVALUATION SCORE _____

EVALUATION SUMMARY

Posttest Score _____

INSTRUCTOR'S SECTION

3. WRITTEN EVALUATION



3. WRITTEN EVALUATION SCORE _____

EVALUATION WORKSHEET

1. Process evaluation score = _____
2. Product evaluation score = _____
3. Written evaluation score = _____
4. Total score = _____

Total Score for TLA =

1 + 2 + 3 = 4

Total Score /3 = TLA SCORE

TLA SCORE _____

BIBLIOGRAPHY

Matrazzo, Donna. *The Corporate Scriptwriting Book*. Portland: Communicom Publishing Company. 1989.

Swain, Dwight V. *Scripting for Video and Audiovisual Media*. Boston: Focal Press. 1981.

INSTRUCTOR'S SECTION

TECHNOLOGY EDUCATION

TECHNOLOGY

LEARNING

ACTIVITY

TE3131

AUDIOVISUAL PROGRAMMING

Suggested Time: 8 Days

Developed by the
Curriculum and Instructional Materials Center
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Oklahoma Department of Vocational and Technical Education

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TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

On Day 1 you should complete the following activities:

1. Complete Pretest
2. Read Assignments to Turn In
3. Read Goal
4. Read Words You Should Know
5. Read Expected Learner Outcomes
6. Read Objectives
7. Read Related TSA Competitive Event
8. Read Academic and Workplace Applications

SUMMARY OF ACTIVITIES

Reading Comprehension Skills:
- Gain Factual Information
- Make generalizations

Functional Reading Skills:
- Follow written instructions

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

PRETEST

INSTRUCTIONS

You will need a computer scan sheet or card to record your answers to the Pretest. Be sure to write your name, title of the TLA, date, and class period on the answer sheet using a #2 pencil. Use rows 1 - 10 to record the answers to the Pretest. If the Pretest will be hand-scored, use a blank sheet of notebook paper numbered 1 - 10 to record your answers.

GET THE PRETEST QUESTIONS FROM YOUR INSTRUCTOR.

When you finish the Pretest, give the Pretest and your answers to your instructor.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

At the end of 8 days you should give the following items to your instructor for evaluation:

1. Computer score card/sheet with answers to:

   a) Pretest
   b) Posttest

2. Video production outline

3. Video treatment

4. Video storyboard

5. Blocking/Camera schematic

6. Shooting script

7. Finished 60 second commercial video

8. Career Search Essays

ASSIGNMENTS TO TURN IN

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1
ACTIVITIES

GOAL

The Audiovisual TLA introduces you to the basic techniques of video production and the role of video in society. You will use the same general procedures in producing your video that professional videographers use. This will result in the production of a 60-second commercial video.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

WORDS YOU SHOULD KNOW

The words below are used in the audiovisual production industry and will be used in this TLA. You should become familiar with these words before going on to Day 2 of the TLA. If you see audiovisual technology words in the TLA you do not know, you may refer to this glossary for help.

Broadcast quality — Equipment and videos that meet the highest standards of the broadcasting industry.

Camera head — A camera part that contains the lenses, pickup tube, and viewfinder.

Cross-fade — Dissolving the camera image to black and immediately following the dissolve by gradually changing the camera image from black to the next scene.

Cut — An instantaneous picture change in the video.

— continued —

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

WORDS YOU SHOULD KNOW

Cutaway — A shot of material away from the action of a scene used to avoid a jump cut.

Fax sheet — A list of materials needed to shoot a videotape.

Graphic — Any visual image used in a video other than live action.

Hard cut — The last frame of one scene meets the first frame of the next scene.

Headroom — The space above a character's head on-screen

Industrial quality — Video equipment that is better than consumer video equipment but does not meet broadcast quality standards.

Jump cut — A hard cut within a single scene that makes it seem frames are missing.

Lip sync — Synchronization of audio with spoken lip movements of a character.

Location — Any setting for a shoot outside a studio set.

— continued —

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

WORDS YOU SHOULD KNOW

Master — High-quality videotape of the final edited video program. All other copies are made from the master copy.

Room noise — Sound that helps create the atmosphere of a scene. Room noise is made on location for later use.

Sequence — Series of scenes to be viewed as a whole.

Shoot — Video production in process.

Shot sheet — A list of all shots to be done in a single production day in the order in which they are to be done.

Storyboard — Illustrations that show the actions planned for each scene of a video production.

Sync sound — Sound produced with a video where each sound is in time with the visual actions.

Take — Instruction from a director to prepare for multi-camera production.

Talent — Any person who appears in a video.

— continued —

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

WORDS YOU SHOULD KNOW

Tight shot — Shot with little space around the object on the screen.

Tracking shot — A pan where the camera moves to keep track of the object being filmed.

Treatment — Detailed, descriptive proposal for a video that includes actions, characters and basic narration and sound ideas.

Two-shot — Two persons in a single frame.

Video — Image formed by the pickup tube in the camera head.

Viewfinder — Monitor on cameras that shows the image the camera is generating.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

EXPECTED LEARNER OUTCOMES

- You will explore future educational opportunities so you can make meaningful educational choices.
- You will apply math, science, reading, and other school subjects in a practical situation.
- You will apply problem-solving and critical thinking techniques.
- You will recognize and develop individual talents.
- You will think logically and sequentially.
- You will develop leadership, creative abilities, positive self-concepts and individual potential in a technological society.
- You will become a more sophisticated consumer of the goods and services of a technological society.

— continued —

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

EXPECTED LEARNER OUTCOMES

- You will communicate by making clear and relevant points through the development of mental process skills.
- You will learn applications of lifelong learning skills.
- You will explore the organization and management systems of business and industry.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1
ACTIVITIES

OBJECTIVES

The following objectives are specifically addressed in this TLA:

1. Using a pencil and paper, brainstorm at least ten subjects for a 60-second commercial video. Select one subject from the list for production.

2. Using your pencil, a ruler, and the second sheet of paper, write a three-column outline of your proposed video production.

3. Using your three-column outline from Day 2, write a complete script treatment for your video project.

4. Using your three-column outline and script treatment, create a storyboard that reflects your ideas for a 60-second video.

5. Use your storyboard and the information on the previous page to diagram blocking and camera angles for your video.

6. Use your storyboard and blocking diagram to write a shooting script for your video.

7. Operate a video camera and VCR.

8. Produce a finished 60-second commercial video.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

The video you produce may be used to complete the requirements for the following TSA competitive event:

- Promotional Commercial

Get the *TSA Competitive Events Guidelines* from your instructor for complete rules.

RELATED TSA COMPETITIVE EVENT

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

The symbols in the right column are used to identify Academic and Workplace Applications reinforced by specific activities in this TLA.

ACADEMIC AND WORKPLACE APPLICATIONS

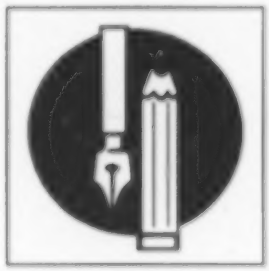
Reading Skills Applied:

Reading Comprehension Skills:
- Gain factual information
- Analyze cause and effect

Functional Reading Skills:
- Follow written instructions
- Interpret graphics and symbols
- Use content area vocabulary

Writing Skills Applied:

Language Skills:
- Use correct spelling
- Use correct punctuation
- Use correct capitalization



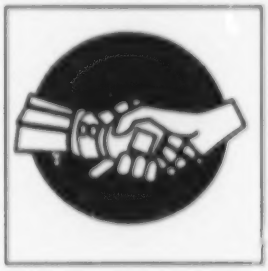
TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 1 ACTIVITIES

ACADEMIC AND WORKPLACE APPLICATIONS

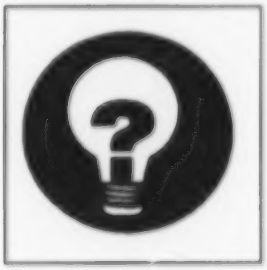
Interpersonal or Relating Skills Applied:

- Persuade others
- Provide positive coaching



Creative Thinking/Problem Solving Skills Applied:

- Identify alternatives
- Predict results
- Evaluate alternatives
- Select an alternative
- Analyze/synthesize information
- Identify critical elements/issues



TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2 ACTIVITIES

On Day 2 you should complete the following activities:

1. Read Information Sheet
2. Complete Objective 1
3. Complete Objective 2

SUMMARY OF ACTIVITIES

Creative Thinking/Problem Solving Skills:

- Identify alternatives
- Predict results
- Evaluate alternatives
- Select an alternative

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2
ACTIVITIES

INFORMATION SHEET

After a professional video producer meets with a client, he/she writes an outline of the proposed video for the client's approval. This is the first formal step in a video production.

The video outline gives the client several things:

- the projected length of the video
- the production time and schedule
- the "three-column" outline
- and the production costs.

Since this TLA provides you with a production schedule, and the only cost is the VHS tape you provide, the only information you need to include in your treatment is the length of your video and the three-column outline.

Your video will be a commercial 60 seconds long. You should know that 60-second television commercials actually run about 56 seconds. But for this TLA you should plan for a full 60-second commercial.

— continued —

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2 ACTIVITIES

A 60-second video generally has 5 - 7 pieces of information and 8 - 10 scenes. Each scene normally lasts only 6 - 7 seconds. Ten scenes are usually more than you need for a 60-second video.

Your commercial should be about something you are interested in and would like someone else to be interested in. This might be another class you're taking (such as French), or it may be a sport, product, or the Technology Students Association. If you do your video on the TSA, you can use it as partial fulfillment of the TSA competitive events requirements.

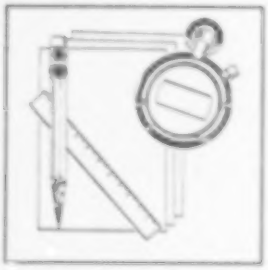
TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2 ACTIVITIES

OBJECTIVE 1

Using a pencil and paper, brainstorm at least ten subjects for a 60-second commercial video. Select one subject from the list for production.

TOOLS AND MATERIALS



- 3 sheets of lined paper
- One #2 pencil
- 38 cm rule (12-inch ruler)
- Stopwatch

FOLLOW THESE STEPS:

STEP 1: Lean back in your chair, close your eyes, and become calm.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2 ACTIVITIES

FOLLOW THESE STEPS:

STEP 2: Let your mind wander. Think of as many things as you can as fast as you can. It doesn't matter at this point what you're thinking. JUST THINK!

STEP 3: As images or ideas for your video production begin to form, stop and write them down on the sheet of paper.

STEP 4: When you have ten ideas written down, study your list for a few minutes. Take time to think about how you would *show* each idea on television. Make notes on each idea on the sheet of paper if you need to.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2 ACTIVITIES

FOLLOW THESE STEPS:

STEP 5: Draw a line through any ideas you could not think of a way to *show* on television.

IMPORTANT

Remember, video is a visual medium. If you cannot show an idea, it is not suitable for video production.

STEP 6: Now consider what's left of your list. Choose the two subjects you're most interested in turning into videos. Circle these on the sheet of paper.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2 ACTIVITIES

FOLLOW THESE STEPS:

STEP 7: Draw a line through the subjects you are less interested in.

STEP 8: Now, reconsider your two favorite subjects. Narrow your choice down to a single subject for your three-column outline.

STEP 9: Draw a line through the subject you did not choose.

Continue Day 2 Activities by completing Objective 2.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

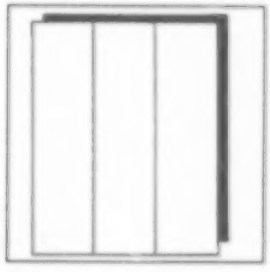
DAY 2 ACTIVITIES

OBJECTIVE 2

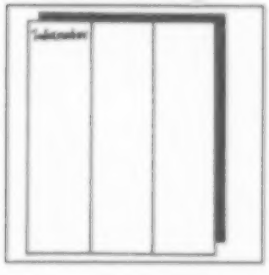
- Using your pencil, a ruler, and the second sheet of paper, write a three-column outline of your proposed video production.

FOLLOW THESE STEPS:

STEP 1: Using pencil and ruler, draw three equal columns down the length of the blank sheet.



STEP 2: Label the left-hand column *Information.*

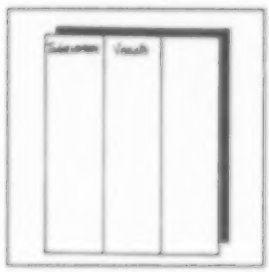


TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

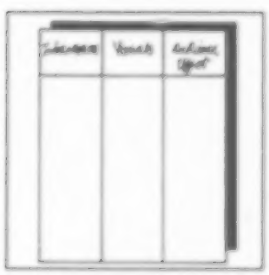
DAY 2 ACTIVITIES

FOLLOW THESE STEPS:

STEP 3: Label the center column *Visuals.*



STEP 4: Label the right-hand column *Audience Effect.*



STEP 5: Decide on the first piece of information you want to pass along to your audience in the first scene of your video.

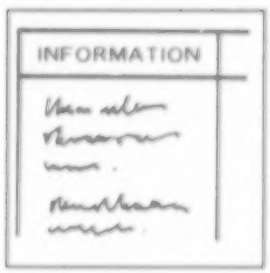
TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2 ACTIVITIES

FOLLOW THESE STEPS:

STEP 6: Summarize this piece of information by writing it in the *Information* column.

For instance, in the first scene you may want to convey the excitement of French class. You would write: "French is exciting."



STEP 7: Using the sheet of paper from Objective 1, make a list of three things that show how exciting French class can be. Choose the one item from this list you like best and write it down in the *Visuals* column.

STEP 8: Using the sheet of paper from Objective 1, make a list of two ways your audience might react to seeing the visual on screen. Choose the reaction you think the majority of viewers will have and summarize it in the *Audience Effect* column.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2 ACTIVITIES

FOLLOW THESE STEPS:

The summary you put in the audience effect column should be spoken words you may hear in the final video. For instance: "This looks like fun!"

STEP 9: Repeat steps 5 through 8 until you have a total of 10 scenes outlined. Number each scene as you go.

STEP 10: Using a stop watch, read your outline out loud, *slowly*. Time how long it takes you to read the entire outline.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2 ACTIVITIES

FOLLOW THESE STEPS:

STEP 11: Write this time down in the bottom left corner of the paper.

If the time is more than 60-seconds, you need to shorten the script. If the time is less than 55 seconds, you need to add one or more scenes.

STEP 12: If the time is over 60 seconds, slowly re-read the outline (silently this time) and draw a line through *all three columns* of any information that is not absolutely necessary.

If you put in a scene just because you liked it or thought it was a great idea, but it really doesn't help the video show the story — now's the time to take it out.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2 ACTIVITIES

FOLLOW THESE STEPS:

STEP 13: If the time is less than 55 seconds, think of one more good piece of information and add it to the three-column outline.

STEP 14: Using the stopwatch, read the outline out loud again. Mark the time at the bottom right corner of the sheet.

STEP 15: Repeat steps 12-14 until your reading time is between 55 and 60 seconds. You now have a three-column video outline!

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 2 ACTIVITIES

FOLLOW THESE STEPS:

STEP 16: Write your name, class period, and TLA title in the upper right corner of each sheet of paper, and give them to your instructor.

If you finish Day 2 Activities with time left over, you may begin Day 3 Activities.

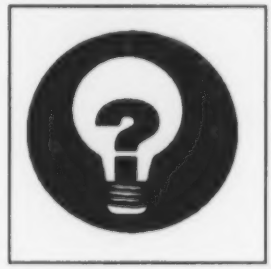
TECHNOLOOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 3 ACTIVITIES

On Day 3 you should complete the following activities:

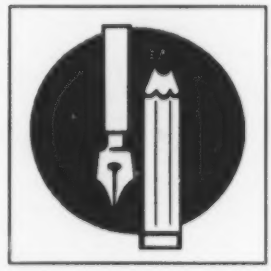
1. Read Information Sheet
2. Complete Objective 3

SUMMARY OF ACTIVITIES



Creative Thinking/Problem Solving Skills:

- Analyze/synthesize information
- Identify critical elements/issues



Language Skills:

- Use standard grammar
- Use correct spelling
- Use correct punctuation
- Use correct capitalization

TECHNOLOOGY EDUCATION
AUDIOVISUAL PROGRAMMING

DAY 3 ACTIVITIES

INFORMATION SHEET

A treatment summarizes your video by describing each scene in a narrative form. In a sense, you tell the story of your video — including sounds and actions and the ideas behind them.

The treatment is also a rough version of a script. Instead of merely describing your ideas as you did with the three-column outline, use your treatment to get the treatment reader involved in the drama of your video.

TECHNOLOOGY EDUCATION AUDIOVISUAL PROGRAMMING

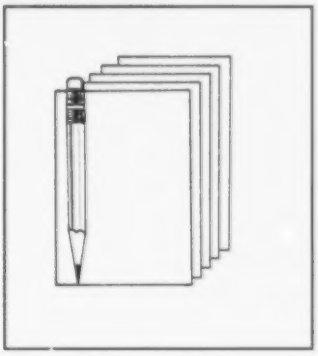
DAY 3 ACTIVITIES

OBJECTIVE 3

Using your three-column outline from Day 2, write a complete script treatment for your video project.

TOOLS AND MATERIALS

- #2 pencil
- Lined notebook paper (5 sheets)



PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Get your three-column outline from your instructor and read it.

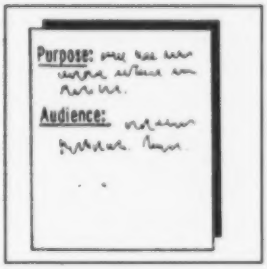
TECHNOLOOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 3 ACTIVITIES

FOLLOW THESE STEPS:

STEP 2: After you read your outline, take one sheet of notebook paper and write "PURPOSE:" on the first line of the page. Then, write down the purpose of your video. Include in the purpose not only what information the viewer should receive, but also how the viewer should feel about that information.

STEP 3: After you finish writing the purpose, write "AUDIENCE:" below your purpose statement. After "AUDIENCE:," write a brief description of who you are producing your video for. For example, if you are writing for your classmates, you might say what age they are, how interested they are in your video topic, and how they know about the topic.



STEP 4: Reread Scene 1 from your three-column outline. Think about how the visual, information, and audience effect can work together to reach the viewer.

TECHNOLOOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 3 ACTIVITIES

FOLLOW THESE STEPS:

STEP 5: Give a title to Scene 1. For example, if your video is about how to safely throw a paper airplane, and Scene 1 shows a person looking for pedestrians before throwing, you might name Scene 1 "Looking for Pedestrians."

STEP 6: Take a sheet of notebook paper and write "SCENE 1:" on the first line, followed by the title you want to give to that scene.

STEP 7: Now, think of your video as a short story where the first chapter is Scene 1 from your three-column outline. Write a short description of what happens in Scene 1 below the title you wrote in STEP 9. Include in your narrative a description of the background, the characters (What are they wearing? are they standing, seated, walking?), and the action taking place.

TECHNOLOOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 3 ACTIVITIES

FOLLOW THESE STEPS:

Remember: Your video will only be 60 seconds, so don't make your scenes too lengthy.

STEP 8: Repeat steps 4-7 for each scene in your three-column outline.

STEP 9: When you finish, write your name, class period, and TLA title in the upper right corner of each sheet you used.

If you finish Day 3 Activities with time left over, you may begin Day 4 Activities.

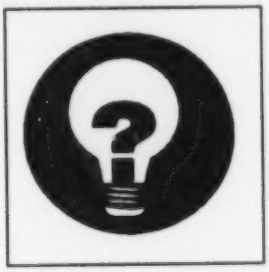
AUDIOVISUAL PROGRAMMING

On Day 4 you should complete the following activities:

1. Read Information Sheet
2. Complete Objective 4

DAY 4 ACTIVITIES

SUMMARY OF ACTIVITIES



Creative Thinking/Problem Solving Skills:

- Analyze/synthesize information
- Identify critical elements/issues
- Evaluate alternatives

AUDIOVISUAL PROGRAMMING

DAY 4
ACTIVITIES

INFORMATION SHEET

Storyboards allow you to present your ideas with pictures when you cannot fully describe them with words.

Storyboards are usually photographs or sketches that show each segment of your video production ideas in the order that you want to record them. The storyboard includes the audio portion of the video so the storyboard viewer can get a sense of what the final video will be.

Storyboards also help you, the audiovisual programmer, to better see how the words and images in your video relate. This allows you to see if your words should be changed to fit the visuals or if the visuals should change to fit the words.

AUDIOVISUAL PROGRAMMING

DAY 4 ACTIVITIES

OBJECTIVE 4

Using your three-column outline and script treatment, create a storyboard that reflects your ideas for a 60-second video.

TOOLS AND MATERIALS

- Three-column outline and narrative treatment
- #2 pencil
- 8.5" x 11" note pad with blank sheets

PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Get your three-column outline and narrative treatment from your instructor.

STEP 2: Read Scene 1 in your outline and treatment and picture in your mind the images you describe.

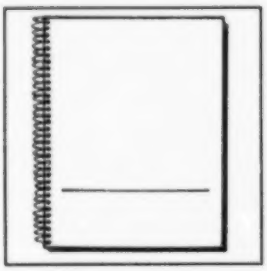
AUDIOVISUAL PROGRAMMING

DAY 4 ACTIVITIES

FOLLOW THESE STEPS:

STEP 3: Take the 8.5" x 11" note pad and place it in front of you with one of the short edges toward you.

STEP 4: Open the pad to the first blank sheet and draw a line across the sheet two-thirds down the sheet's length.



STEP 5: Label this sheet by writing "Scene 1" at the top left corner.

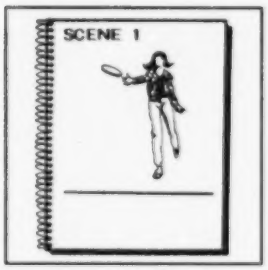
AUDIOVISUAL PROGRAMMING

DAY 4 ACTIVITIES

FOLLOW THESE STEPS:

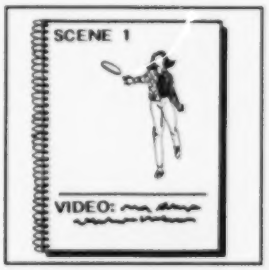
STEP 6: Go back to Scene 1 in your outline and treatment. Draw a sketch of the visual image in the top two-thirds of your sheet.

Draw your sketches so that another person could look at them and see what you want the video to show.



STEP 7: After you finish your sketch, go to the bottom one-third of the sheet and write "VIDEO:" below the line you drew in STEP 4 and to the left edge of the sheet.

STEP 8: Write a brief description of the action occurring in the sketch you drew of scene 1.



STEP 9: Below your video description and to the left of the sheet, write "AUDIO:." Now write a brief script of the audio portion of Scene 1. Include spoken words and any sound effects you want in the scene.

STEP 10: Repeat steps 2-9 for each scene in your video.

AUDIOVISUAL PROGRAMMING

DAY 4 ACTIVITIES

FOLLOW THESE STEPS:

STEP 11: When you finish, carefully remove the sheets you worked on from the note pad. The combination of sheets illustrating each scene is your storyboard.

STEP 12: Write your name, class period and TLA title on the back of each sheet of your storyboard. Give your storyboard, three-column outline, and narrative treatment to your instructor.

If you finish Day 4 Activities with time left over, you may begin Day 5 Activities.

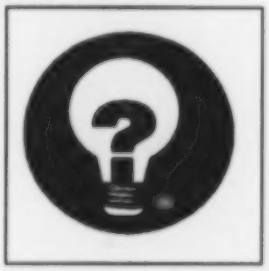
TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

On Day 5 you should complete the following activities:

1. Read Information Sheet
2. Complete Objective 5

DAY 5 ACTIVITIES

SUMMARY OF ACTIVITIES



Creative Thinking/Problem Solving Skills:

- Identify/develop alternatives
- Evaluate alternatives
- Select an alternative

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

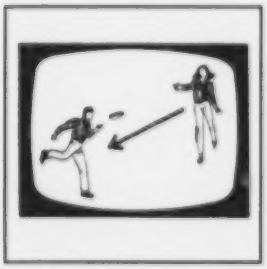
DAY 5 ACTIVITIES

INFORMATION SHEET

Blocking began on stages where performers were placed at different locations to draw the attention of the audience either to themselves or the space around them. In video production, it is usually not the performers who move but the cameras or the camera angles.

Video audiences focus their attention a little above the center of the screen. Thus, the most important actions in any scene should take place there.

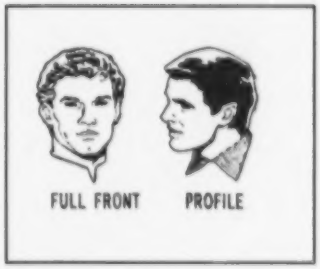
Another way to draw the audience's attention to an object or area is to pan the camera (move the camera in a horizontal arc to follow action) so the object or area moves from the upper right corner to the lower left corner of the screen.



TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 5 ACTIVITIES

The way a person is placed on the screen also affects audience attention. For example, a person standing in profile draws less attention than a person facing front.



To make an audience pay equal attention to two persons on a video screen, the persons should be of equal height and turned facing one another halfway between full front and profile.

You can use these techniques to emphasize the important elements of each scene in a video program. But these techniques should fit the scripted material. For example, in most video productions, if someone is speaking that person should receive the audience's attention rather than some character in the background who might be picking flowers.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

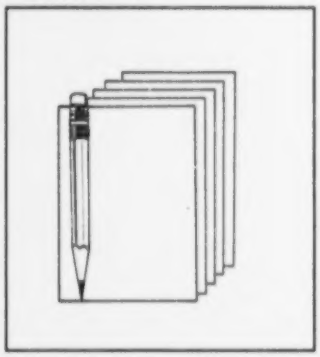
DAY 5 ACTIVITIES

Use your storyboard and the information on the previous page to diagram blocking and camera angles for your video.

OBJECTIVE 5

TOOLS AND MATERIALS

- Blank notebook paper (10 sheets)
- #2 pencil



PROCEDURE

FOLLOW THESE STEPS:

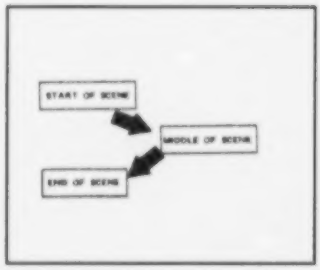
STEP 1: Get your storyboard from your instructor and read your description of Scene 1.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

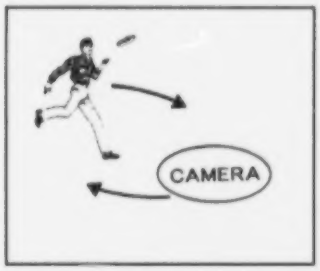
DAY 5 ACTIVITIES

FOLLOW THESE STEPS:

STEP 2: Picture the scene in your mind as you think the audience should see it. Think about how the characters in the scene should be placed before the action begins, how they should move after the action begins, and where they should end up at the end of the scene.



STEP 3: Think about where you want the camera to be when the scene begins. As the scene progresses, do you want the camera to move around the people? the people to move around the camera? or should both the people and the camera be moving during the scene?

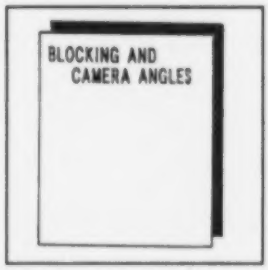


TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

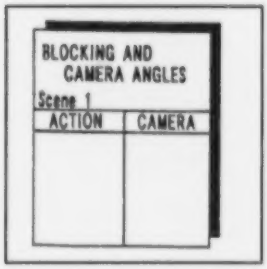
DAY 5 ACTIVITIES

FOLLOW THESE STEPS:

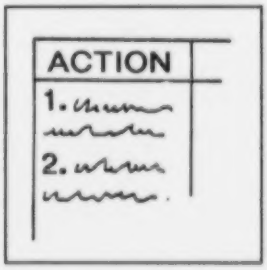
STEP 4: Take a sheet of blank notebook paper and title it "Blocking and Camera Angles."



STEP 5: Below the title, beginning at the left margin, write "Scene 1." Draw a vertical line down the middle of the page to make two columns. At the top of the first column write "Action" and at the top of the next column write "Camera".



STEP 6: Under the ACTION column, make a list of all the actions in Scene 1 performed by a character or prop.

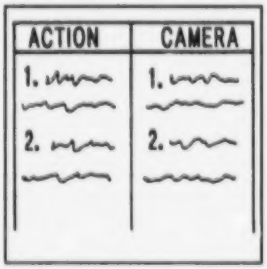


TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 5 ACTIVITIES

FOLLOW THESE STEPS:

STEP 7: Under the CAMERA column, across from each specified action, indicate where you want the camera to be and where you want the action to take place on-screen (middle, left, top left, etc.)



STEP 8: When you finish with Scene 1, repeat steps 1-7 for the remaining scenes in your video.

STEP 9: When you have blocked your entire storyboard, write your name at the top right of each page and turn them in to your instructor.

If you finish Day 5 Activities with time left over, you may begin Day 6 Activities.

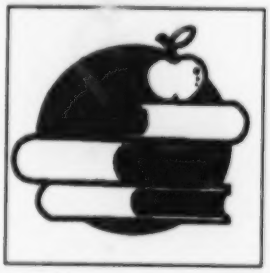
TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 6 ACTIVITIES

On Day 6 you should complete the following activities:

1. Read Information Sheet
2. Complete Objective 6

SUMMARY OF ACTIVITIES



Language Skills:

- Use standard grammar
- Use correct spelling
- Use correct punctuation
- Use correct capitalization

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 6
ACTIVITIES

INFORMATION SHEET

There are several formats to choose from when you begin writing a script. The format you will use is a two-column format similar to the format you used to create your blocking diagram. In the two-column format, the left column contains the visual portion of the video and the right column contains the audio portion.

The VIDEO column contains both the camera instructions (cut to, fade in/out, pan, close-up, etc.) and the image the audience will see (people playing, restaurant, person sitting in chair, etc.).

The AUDIO column contains all the sound an audience will hear. This includes narration, dialogue, sound effects, and background audio.

The two-column format allows you to place the video portion of a scene beside the audio portion of a scene so you can see quickly how the two parts of your script work together.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 6 ACTIVITIES

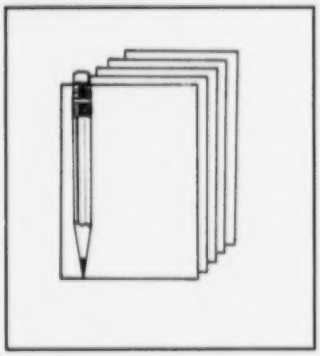
OBJECTIVE 6

Use your storyboard and blocking diagram to write a shooting script for your video.

IMPORTANT

Include a prop in your shooting script. The prop can be a flow-chart or diagram placed on posterboard or something unique to your imagination. Ask for your instructor's approval before writing the prop into your script. Make your prop before you begin shooting your video.

TOOLS AND MATERIALS



- #2 pencil
- Lined notebook paper (5 or 6 sheets)
- Materials for prop

NOTICE

Remember to bring a video cassette tape from home to record your commercial. Ask your instructor what type of cassette you need to bring (VHS, Beta, 8 mm, etc.).

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 6 ACTIVITIES

PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Get your storyboard and blocking diagram from your instructor.

STEP 2: Take a sheet of paper and title it "Shooting Script." Then draw a line down the center of the page to make two columns. Label the left column "Video" and the right column "Audio."

STEP 3: Read what you have written for Scene 1 in your storyboard and blocking diagram.

STEP 4: Under the VIDEO column write "1." to indicate Scene 1.

STEP 5: Beside the number, write the shot you will use for that scene in upper case letters.

A "shot" is the word for the camera setting, such as "WIDE SHOT" or "MEDIUM CLOSE-UP." Each scene in the video column begins with the camera setting — the "shot."

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 6 ACTIVITIES

FOLLOW THESE STEPS:

STEP 6: On the line below the number and camera shot, write a description of the visual image the audience will see. This should include all actions of actors, props, and cameras.

VIDEO
1. FADE IN Man sitting in chair with hammer in hand.

STEP 7: Now move to the audio column. Directly across from the video description you just finished, write a description of any sounds the audience will hear during the shot in the VIDEO column. If the audience hears music, write "MUSIC" in upper case letters and then describe the music the audience will hear. If the audience will hear a narrator, write "NARRATOR" in upper case letters and write down exactly what you want the narrator to say. The shooting script is the place to write down all the words you want the audience to hear in your video.

AUDIO
Sound of hammering as scene fades in. Sound stops when man appears on-screen.

	AUDIO
	Sound of hammering as scene fades in. Sound stops when man appears on-screen. NARRATOR: The man stopped hammering when he heard a noise.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 6 ACTIVITIES

FOLLOW THESE STEPS:

STEP 8: Repeat steps 5, 6 and 7 for each shot in Scene 1.

Each scene may have several shots (changes in camera setting), such as a ZOOM or PAN. Normally, though, a new shot begins a new scene. If you have more than one shot in a scene, pay close attention to time so your completed video does not go over 60 seconds.

STEP 9: When you finish with Scene 1, repeat steps 4-8 for each remaining scene in your video program.

STEP 10: When you finish your shooting script, write your name in the top right corner of each page you used and give the storyboard, blocking diagram, and shooting script to your instructor.

If you finish Day 6 Activities with time left over, you may begin Day 7 Activities.

NOTICE

Remember to bring a video cassette tape from home to record your commercial.

AUDIOVISUAL PROGRAMMING

DAY 7 ACTIVITIES

On Day 7 you should complete the following activities:

1. Complete Objective 7

SUMMARY OF ACTIVITIES

Leadership/Influencing Skills:

- Persuade others
- Provide positive coaching

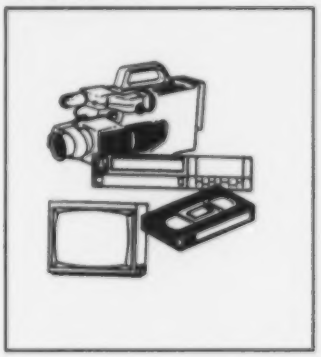
AUDIOVISUAL PROGRAMMING

DAY 7 ACTIVITIES

OBJECTIVE 7

Using a video camera and scripts, shoot a 60-second video containing each of these video techniques: zoom, pan, tilt, camera edit.

TOOLS AND MATERIALS



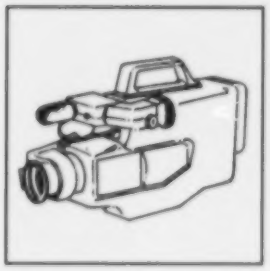
- Video camera
- Tripod
- Lights (if needed)
- Video tape cassette
- VCR
- Television or video monitor
- Shooting script
- Blocking script
- Prop
- Actors

AUDIOVISUAL PROGRAMMING

DAY 7 ACTIVITIES

FOLLOW THESE STEPS:

STEP 1: Get the instructions for operation of the video camera from your instructor and read the following sections:

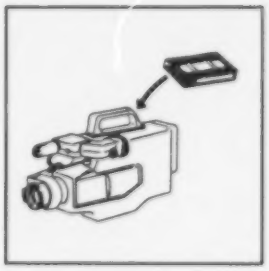


The sections in your user manual for your particular camera may have different titles.

- POWER ON
- INSERTING CASSETTE
- RECORDING
- PAUSE
- REVERSE SEARCH
- FORWARD SEARCH
- ZOOM
- IN CAMERA EDIT
- POWER OFF
- REMOVING CASSETTE

STEP 2: Set up the video equipment, set, and actors according to your blocking script for Scene 1.

STEP 3: Turn on the camera, insert a cassette, and view the scene through the camera.



NOTE: DO NOT RECORD AT THIS TIME.

AUDIOVISUAL PROGRAMMING

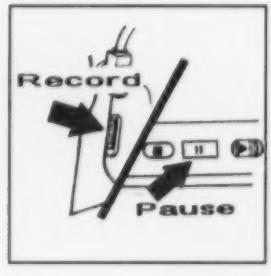
DAY 7 ACTIVITIES

FOLLOW THESE STEPS:

STEP 4: Have the actors rehearse Scene 1, using your shooting script. While the actors reherse, practice your camera moves (zoom, tilt, pan) as described in your shooting script.

STEP 5: After three rehearsals, or when you're satisfied with the actors' performance and your camera moves, prepare to shoot Scene 1.

STEP 6: Press the RECORD button and let the tape run for at least 5 seconds. Give the actors ACTION and record Scene 1. When Scene 1 action is finished, continue recording for at least 5 seconds. Press PAUSE.



STEP 7: Repeat Steps 2 - 5 for Scene 2.

STEP 8: Before recording Scene 2, press PAUSE again to cancel the PAUSE function and use REVERSE SEARCH to find the end of Scene 1. Press PAUSE.

AUDIOVISUAL PROGRAMMING

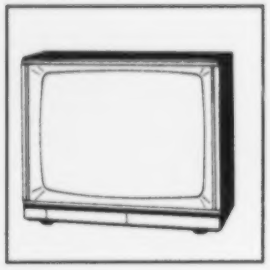
DAY 7 ACTIVITIES

FOLLOW THESE STEPS:

STEP 9: Press RECORD (the camera will not record because it is in PAUSE). Press PAUSE to begin recording and give the actors ACTION at the same time. Continue recording for at least 5 seconds after the scene ends.

STEP 10: Repeat Steps 2 - 9 for each scene of your video.

STEP 11: When you finish shooting your video, rewind the tape, remove the cassette, and ask your instructor to view it on a VCR and television.



Some VCRs have "post production" capabilities, such as adding a separate music sound track. If your VCR can do this, ask your instructor to help you "sweeten" the video on your own time.

If you finish Day 7 Activities with time left over, you may begin Day 8 Activities.

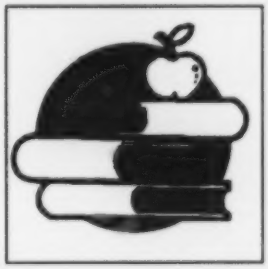
TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 8 ACTIVITIES

On Day 8 you should complete the following activities:

1. Read Impact Statements
2. Complete Career Search Activity
3. Complete Posttest

SUMMARY OF ACTIVITIES



TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 8 ACTIVITIES

ENVIRONMENTAL IMPACT

Audiovisuals can have a dramatic impact on the environment by recording environmental hazards, catastrophes, and debates on film and bringing those events into everyone's lives through television, video, and film. One example of this is the Exxon Valdez oilspill. Just hearing about an oil tanker spilling its oil was not as moving as seeing the birds, fish and sea mammals dead or dying because they were covered with oil. Seeing those images on the nightly news caused some people to boycot Exxon gas stations in an attempt to force the company to take responsibility for cleaning up the damage done by the spilled oil.

ECONOMIC IMPACT

Audiovisual media is a multi-billion dollar per year industry. Think about MTV, cable television, network television, and the advertisers for each program on television. Think about all the movies that come to movie theatres each year. All of those industries are part of the business of audiovisual media. Audiovisuals employ actors, sell products, and keep the television, film, and advertising companies a vital part of our economy.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 8 ACTIVITIES

POLITICAL IMPACT

Since the 1960 presidential campaign, the importance of television in the political world has bloomed — or maybe exploded. Commercials that endorse political candidates can not only say why you should vote for a certain candidate, but also why you should not vote for other candidates. These commercials can inform the public as to issues or simply attack the character of competing politicians. Audiovisuals set the tone for campaigns becuase they can show candidates as tough, caring, intelligent, and understanding people.

Politicians use audiovisuals to remain in the public eye even after they are elected. They appear on talk shows, news reports, and on special shows covering important political activities.

SOCIAL/CULTURAL IMPACT

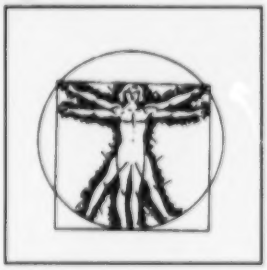
Audiovisuals have made the world seem smaller than it really is. We can see the results of elections in the Phillipines minutes after they are announced, live scenes of battles and fighting in countries on the other side of the world, and local news without leaving the house, without having to buy a newspaper, without ever having to talk to anyone to hear the latest gossip. Television and audiovisuals bring the world to us, and if we don't like what we see we simply change the channel.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 8 ACTIVITIES

Today's society has become information-based. The average individual is constantly hungry for new, up-to-date information on any subject of interest. We take great comfort in staying informed, and audiovisuals fill that desire and make our society comfortable. We tend to believe what we see on television if it is presented to us as fact, and we take offense if we feel what we have learned is false. Auidiovisuals, then, can make viewers comfortable by offering useful information to the public and satisfying the ever-present need-to-know.

ERGONOMIC IMPACT



TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 8
ACTIVITIES

CAREER SEARCH ACTIVITY

INSTRUCTIONS

Using *Career Search Abstracts*, find the occupations listed below. Select the two occupations that sound most appealing to you. On a separate sheet of notebook paper, list the two occupations you chose and tell why. Remember to write using complete sentences, proper grammar, and correct spelling. Give the sheets to your instructor when you finish.

RELATED CAREERS

- Actor/Actress, Director, Producer
- Broadcast Technician
- Photographer and Camera Operator
- Public Relations Specialist
- Radio, TV Announcer and Newscaster

AUDIOVISUAL PROGRAMMING CAREER SEARCH ABSTRACTS

DAY 8 ACTIVITIES

ACTOR/ACTRESS, DIRECTOR, PRODUCER

Nature of the Occupation

Actors, directors, and producers work in theatre, film, television, and radio. Actors and actresses portray roles in productions to entertain, inform, or instruct audiences. They rely on facial and verbal expression as well as body motions for their creative work. Directors and producers plan, supervise, and finance shows and performances.

Duties may include but are not limited to the following:

- Studying and rehearsing their role under the guidance of the director
- Interpreting or emphasizing comic and serious parts by their speech and gestures
- Singing and/or dancing
- Interpret plays or scripts to direct or coach performers
- Select cast members and conduct auditions
- Supervise rehearsals and direct work of cast and crew
- Select plays and scripts for production
- Coordinate production budgets and arrange financing

Occupation Specialties

(Dot codes in parenthesis)

Actors and Actresses (150.047-010) portray roles in dramatic productions to interpret characters or present characterizations to audiences.

Stage Directors (150.067-010) interpret scripts, direct technicians, and conduct rehearsals to create stage presentations.

Narrators (150.147-010) make explanatory comments to accompany action parts of motion pictures.

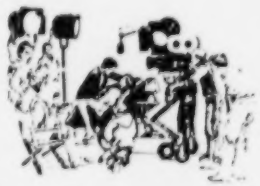
Motion Picture Directors (150.067-010) read and interpret scripts, conduct rehearsals, and direct the activities of cast and technical crews for motion picture films.

Television Directors (159.067-014) interpret scripts, conduct rehearsals, and direct and integrate all audio and video elements of television programs.

Producers (159.117-010) plan and coordinate various aspects of radio and television programs.

Radio Directors (159.167-014) direct rehearsals and broadcasts of radio programs.

Casting Directors (159.267-010) audition and interview performers for specific parts, considering such factors as physical size and appearance, quality of voice, expressiveness, and experience.



Working Conditions

Most actors and actresses work under the supervision and guidance of a director. They may work under a wide variety of conditions, varying from a modern theater to an isolated location site.

Work schedules are usually irregular and generally depend on the media in which they work. Evening work is a regular part of a stage actor's life. Flawless performances require the tedious memorizing of lines and repetitive rehearsals. Performances on television programs often allow little time for rehearsal, so the actor must deliver a good performance with very little preparation. An actor needs stamina to withstand the heat of the stage and studio lights and the long hours.

Actors and actresses work under the stress of location or road work and the anxiety of rejection and intermittent employment. Directors and producers often work under stress to meet schedules, stay within budgets, and resolve personal problems.

Actors and actresses who perform professionally may become members of one of the unions affiliated with the Associated Actors and Artistes of America such as the Screen Extras Guild, the Actors' Equity Association, or the American Federation of Television and Radio Artists (AFTRA). Those who are union members must pay periodic dues.

Tools, Equipment and Materials used may include:

- Scripts
- Props
- Makeup
- Costumes
- Microphones
- Public Address Systems

Worker Requirements

You should like:

- Business contact
- Activities which require imagination
- Activities concerned with people and ideas
- Creative thinking

You should be able to:

- Perform duties which change frequently
- Interpret and communicate feelings and ideas

OCCUPATION SPECIALTIES

DOT CODE

150.047-010 Actor/Actress	159.117-010 Producer
150.067-010 Stage Director	159.167-014 Radio Director
150.147-010 Narrator	159.267-010 Casting Director
159.067-010 Motion Picture Director	159.647-014 Extra
159.067-014 Television Director	SOC CODE 324

OKLAHOMA CAREER SEARCH

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AUDIOVISUAL PROGRAMMING CAREER SEARCH ABSTRACTS

DAY 8 ACTIVITIES

ACTOR/ACTRESS, DIRECTOR, PRODUCER

- Plan and direct an entire activity
- Memorize lines, movements, and directions
- Deal with people
- Appear confident and at ease in front of an audience
- Make decisions using personal judgment
- Work within precise limits or standards of accuracy

Physically you must:
- Speak clearly and understandably
- Hear well
- See, either naturally or with correction
- Use arms, hands, fingers, legs, and feet well

Opportunities for Experience:
Participating in school or community presentations will provide valuable experience. Speech contests, choral groups, and school debating teams, along with related course work, can provide experience.

Earnings and Advancement

The earnings of actors and actresses vary considerably and are influenced by the media in which they perform; specialization, ability, and reputation; importance of their role; geographic location; and unionization.

Earnings:
In 1990 the minimum weekly salary for Broadway production actors was $634, "off Broadway" actors ranged from $292 to $526, motion picture and TV actors earned about $1,505. Stage directors' earnings are best on Broadway with $20,000 for a rehearsal period, which usually lasts 5 weeks. Small dinner theater and summer stock pay much less, between $500 and $600 per week, but offer the most employment opportunities. Producers usually get a percentage of the show's earnings or a set fee.

Career Ladder for this Occupation may look like this:
- Director
- Leading Role
- Understudy
- Supporting Role
- Extra

Advancement occurs through experience and proven success.

Employment and Outlook

Employment is expected to grow faster than the average, because of demand created by the theatrical and motion picture productions, growth of cable television and movie rentals, and increased live performances. In the winter, most employment opportunities on the stage are in New York City and other large cities. In the summer, stock companies in suburban and resort areas provide employment. Many cities have nonprofit professional companies such as "Little Theatres," repertory companies, and other dinner theatres.

Most employment in motion pictures and films is located in Hollywood and New York City, although some studios are located in Florida, Texas, and other parts of the country. Many films are also shot on location, employing local professionals and nonprofessionals as day players and extras. Most television employment opportunities are available in Los Angeles, New York, and Chicago, although there may be limited opportunities with some local networks.
Actors/actresses, directors, and producers held about 168 jobs in Oklahoma during 1986. That number is expected to increase to 180 by 1992, which represents a 5.88 percent change. Job openings each year for actors/actresses, directors, and producers will equal approximately 4, with 2 of those due to replacements and 2 created through new jobs.

Related Education and Training

Level(s) of education and training usually needed for this occupation:
- On-the-job training
- High school diploma or G.E.D.

Level(s) of education and training also available for this occupation:
- Technical junior or community college
- College bachelor's degree
- College master's degree

School subjects helpful in preparing for this occupation include:
- Instrumental and Vocal Music
- English
- Physical Education
- Theatre and Drama
- Speech

More Sources of Information

- Associated Actors & Artistes of America
  165 West 46th Street
  New York, NY 10036

- Screen Actors Guild
  7065 Hollywood Boulevard
  Hollywood, CA 90028

- American Federation of Television & Radio Artists
  260 Madison Avenue
  New York, NY 10016

AUDIOVISUAL PROGRAMMING CAREER SEARCH ABSTRACTS

DAY 8 ACTIVITIES

BROADCAST TECHNICIAN

Nature of the Occupation

Broadcast technicians set up, operate, and maintain electronic equipment used to record and transmit radio and television programs.

Duties may include but are not limited to the following:

- Operating equipment that regulates the quality of sound and pictures being recorded or broadcast
- Operating controls that switch broadcasts from one camera or studio to another, from film to live programming or from network to local programs
- Setting up, testing, and operating broadcasting equipment at different locations
- Dismantling and returning equipment to the studio

Occupation Specialties

(Dots codes in parenthesis)

Video Control Engineers (194.282-010) control video consoles to regulate the transmission of television screens and control video output.

Audio Control Engineers (194.262-010) control audio equipment to regulate volume level and sound quality during television broadcasts.

Field Technicians (193.262-018) install and operate portable field transmission equipment to broadcast programs or events originating outside the studio.

Transmitter Operators (193.262-038) are responsible for monitoring and logging outgoing signals and for operating the transmitter.

Maintenance Technicians (822.281-030) repair, adjust, set up and service electronic broadcasting equipment.

Recording Engineers (194.362-010) operate and maintain video and sound recording equipment.

Working Conditions

Broadcast technicians work under the supervision of the station's chief engineer. The technical director or crew chief is usually in charge of the operating crew of broadcast technicians.

Broadcast technicians may work inside in pleasant, well-equipped, air-conditioned broadcast studios, or outside to set up broadcasts in such places as airports and football stadiums.

Broadcast technicians generally work 40 hours a week. They may be required to work one of three shifts and on weekends and holidays. Overtime may also be required to meet broadcast deadlines.

Broadcast technicians may travel within a local area or out-of-town to set up special broadcasts.

Broadcast technicians may join a union such as the National Association of Broadcast Employees and Technicians, or the International Brotherhood of Electrical Workers. Members usually pay dues.

Tools, Equipment and Materials used may include:

- Video Tape Recorders
- Television Cameras
- Control Boards
- Microphones
- Headphones
- Hand Tools
- Mobile Vans
- Light and Sound Effect
- Amplification Equipment
- Sound Recording Equipment
- Testing Equipment
- Charts and Diagrams
- Program Schedules

OCCUPATION SPECIALTIES

DOT CODE:

194.282-010	Video Control Engineers
194.262-010	Audio Control Engineers
193.262-018	Field Technicians
193.262-038	Transmitter Operator
822.281-030	Maintenance Technicians
194.362-010	Recording Engineers

SOC CODE: 393

OKLAHOMA CAREER SEARCH

AUDIOVISUAL PROGRAMMING CAREER SEARCH ABSTRACTS

DAY 8 ACTIVITIES

BROADCAST TECHNICIAN

Worker Requirements

You should like:
- Activities of a technical nature
- Work involving the use of machines or processes
- Work as a member of a team

You should be able to:
- Work within precise limits or standards of accuracy
- Use technical knowledge to repair malfunctioning equipment
- Adapt to various kinds of operating situations
- Handle many details rapidly without becoming confused
- Recognize slight differences in the shapes and shadings of images
- Following instructions and communicating clearly with others

Physically you must:
- Maintain good health
- See and hear well, either naturally or with correction
- Have full use of your hands

Opportunities for Experience:

Working with radio or television stations at school or building an amateur radio set may provide helpful experience. All branches of the military service offer opportunities for experience.

Methods of Entry:

Methods of entering this occupation include direct application to radio or television stations. Positions may also be located by consulting school placement offices or your state employment office.

Earnings and Advancement

Earnings for broadcast technicians can vary greatly depending on the geographic location and the size of the city or town.

Earnings:

In 1990, average earnings for radio station technicians were $28,200; salaries ranged from $13,400 in the smallest markets to $34,100 in the largest markets. In television, average earnings for operator technicians were $21,100 a year, and salaries ranged from $16,400 in the smallest markets to $34,000 in the largest markets. Earnings for chief technicians and technical directors are greater, reflecting their experience.

Fringe Benefits:

Depending on the employer, broadcast technicians may receive paid vacations and holidays; life, accident, disability, and hospitalization insurance; and retirement plans. These benefits are usually paid for, at least in part, by employers.

Career Ladder for this Occupation may look like this:
- Chief Engineer
- Supervisory Technician
- Broadcast Technician

Broadcast Technicians may advance through experience, further education, and supervisory ability.

Employment and Outlook

There were approximately 27,000 broadcast technicians employed nationally in 1988. Employment is expected to decline through the year 2000 because of labor-saving technical advances like computer-controlled programming and remote control of transmitters. Beginning jobs as broadcast technicians will be limited in major metropolitan areas. Job prospects will be best in small cities and towns.

Broadcast technicians held about 195 jobs in Oklahoma during 1986. That number is expected to increase to 200 by 1992 which represents a 2.56 percent change. Job openings each year for broadcast technicians will equal approximately 9, with 8 of those due to replacements and 1 created through new jobs.

Related Education and Training

Level(s) of education and training usually needed for this occupation:
- High school diploma or G.E.D.
- Technical junior or community college

Level(s) of education and training also available for this occupation:
- College bachelor's degree

School subjects helpful in preparing for this occupation include:
- College Preparatory
- Geometry
- Physics
- Algebra
- Trigonometry
- Electricity & Electronics

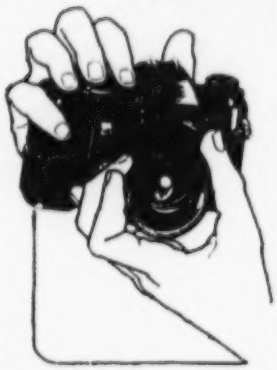
More Sources of Information

- International Brotherhood of Electrical Workers
  1125 15th Street, NW
  Washington, DC 20005
- National Association of Broadcast Employees and Technicians
  7101 Wisconsin Ave., Suite 800
  Bethesda, MD 20814
- Broadcast Education Association
  1771 N Street, NW
  Washington, DC 20036
- National Association of Broadcasters
  1771 N Street, NW
  Washington, DC 20036
- National Cable Television Association
  1724 Massachusetts Ave., NW
  Washington, DC 20036

AUDIOVISUAL PROGRAMMING CAREER SEARCH ABSTRACTS

DAY 8 ACTIVITIES

PHOTOGRAPHER & CAMERA OPERATOR



Nature of the Occupation

Photographers and camera operators use cameras and film to photograph or film people, places, and events. In order to visually record ideas and events they need a thorough understanding of camera operation, lighting, composition, darkroom procedures, and the special characteristics of film and papers. Photographers may specialize in portraits, advertising, or other distinct photography. Camera operators film news events, television shows, movies, commercials, and cartoons.

Duties may include but are not limited to the following:

- Carefully arranging lighting and composition of the picture
- Using makeup, lights, reflectors, screens, and props
- Mixing and developing chemicals
- Developing and printing film
- Enlarging, reducing, and retouching prints

Occupation Specialties

(Dot codes in parenthesis)

Still Photographers (143.062-030) photograph subjects using still cameras, color or black-and-white film, and a variety of photographic accessories. They may specialize in a particular type of photography such as illustrative, portrait, fashion, commercial, or architectural and be designated accordingly.

Photojournalists (143.062-034) photograph newsworthy events, locations, people, or other materials for use in publications or telecasts. They usually specialize in one phase of photography such as news, sports, or special features.

Motion Picture Photographers (143.062-022) use their knowledge of motion picture techniques to photograph various subjects and subject matter for use in television productions, movies, promotional and training films, or scientific and medical films.

Aerial Photographers (143.062-014) photograph segments of earth from aircraft to produce pictures used in surveying, mapping, archaeology, volumetric surveying, recording the effects of pollution or natural disasters, determining the condition of crops or timberland, and planning cities and other large-scale projects.

Scientific Photographers (143.062-026) photograph a variety of subject matter to illustrate or record scientific phenomena or data.

Animation Camera Operators (143.382-010) operate special cameras to make animated cartoon motion picture films.

Working Conditions

Photographers may work alone or with an assistant. Most work inside under pleasant conditions, while others work outside and are required to handle heavy and bulky equipment. Sometimes their work can be physically demanding.

Salaried photographers generally work a standard 5-day, 40-hour week and receive time and a half for overtime. Freelance photographers usually work longer hours, including evenings and weekends. Photojournalists may be called to cover an event whenever it occurs. Freelance, news, and commercial photographers travel frequently and may work in uncomfortable surroundings. Sometimes the work can be dangerous, especially for photojournalists assigned to cover stories on natural disasters and armed conflicts.

Many photographers work under pressure. Deadlines and demanding customers must be satisfied.

Photographers usually own several cameras and lenses. Some develop and print their own photographs; others send their work to photographic laboratories for printing.

Photojournalists are usually members of The Newspaper Guild. Members usually pay dues.

Tools, Equipment and Materials used may include:

- Cameras
- Film
- Enlargers & Automated Printers
- Lenses & Colored Filters
- Electronic Flash Units, Floodlights, Reflectors & Tripods

OCCUPATION SPECIALTIES

DOT CODE:

143.382-010	Camera Operator, Animation	143.062-030	Photographer, Still
143.062-014	Photographer, Aerial	143.062-022	Photographer, Motion Picture
143.062-026	Photographer, Scientific	143.062-034	Photojournalist

SOC CODE: 326

OKLAHOMA CAREER SEARCH

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AUDIOVISUAL PROGRAMMING CAREER SEARCH ABSTRACTS

DAY 8 ACTIVITIES

PHOTOGRAPHER & CAMERA OPERATOR

Worker Requirements

You should like:
- Communicating information to others

You should be able to:
- See detail and differences in shapes and shadings
- Work within precise limits or standards of accuracy
- Have a feeling for form and symmetry
- Use your imagination and be original in your thinking

Physically you must:
- Talk, hear and see well, either naturally or with correction, including color vision
- Have good manual dexterity and hand-eye coordination
- Reach for, handle, and feel things

Opportunities for Experience:

Photography as a hobby, work on the school yearbook, and the military services offer opportunities for experience in this field. Experience is also available through participation in a formal apprenticeship program.

Methods of Entry:

Methods of entering this occupation include applying directly to employers and photographic supply houses and completing an apprenticeship program. Positions may be located by consulting professional associations and unions, school and college placement offices, newspaper want ads and state employment offices.

Earnings and Advancement

Earnings are determined by assignments and locations of work. Although freelance and self-employed photographers may earn more than salaried workers, their earnings are greatly affected by business conditions and their community.

Earnings:

Nationally, in 1990, photographers and camera operators employed in private industry earned salaries ranging from $26,736 to $36,735, depending upon the difficulty of work performed.

Photographers working for daily newspapers under contracts negotiated with The Newspaper Guild earned starting salaries of $419 per week in 1990. The middle 50 percent of beginners earned from $399 to $495. Fully experienced photographers earned a median weekly salary of $662. The middle 50 percent of these contracts fell between $563 and $751 per week.

Photographers employed by the Federal Government earned an average yearly salary of $27,768 in 1990. Some freelance and self-employed photographers earn more than salaried workers. Many do not. Their earnings are affected by the hours they work, the quality of their product, their marketing ability, business climate, location, and clientele.

Fringe Benefits:

Depending on the employer, photographers may receive paid vacations and holidays; life, accident, disability, and hospitalization insurance; retirement plans; and sick pay. These benefits are usually paid for, at least in part, by the employer. Freelance photographers and self-employed studio photographers must provide their own fringe benefits.

Most employers strongly prefer hiring individuals with two or more years of college training and courses in photography.

Employment and Outlook

There were approximately 105,000 photographers and camera operators employed nationally in 1988. Employment is expected to grow at a faster than average rate through the year 2000. Employment of commercial photographers is expected to grow rapidly to meet the increased need for visual images in business, education, and entertainment. Scientific and medical research photography offers excellent employment opportunities. As the entertainment industry expands, jobs for movie and video camera operators should also grow, but competition will remain intense for such jobs.

Photographers and camera operators held about 870 jobs in Oklahoma during 1986. That number is expected to increase to 924 by 1992, which represents a 6.32 percent change. Job openings each year for photographers and camera operators will equal approximately 31, with 22 of those due to replacements and 9 created through new jobs.

Related Education and Training

Level(s) of education and training usually needed for this occupation:
- On-the-job training
- Technical junior or community college
- Apprenticeship

Level(s) of education and training also available for this occupation:
- Less than a high school diploma
- College bachelor's degree

School subjects helpful in preparing for this occupation include:
- Art
- General Math
- Photography
- Chemistry

More Sources of Information

- Professional Photographers of America
  1090 Executive Way
  Des Plaines, IL 60018

AUDIOVISUAL PROGRAMMING CAREER SEARCH ABSTRACTS

DAY 8 ACTIVITIES

PUBLIC RELATIONS SPECIALIST

Nature of the Occupation

Public relation specialists plan and conduct public relations programs to promote products, ideas, companies, or people. They influence opinions through promotional techniques and two-way communications.

Duties may include but are not limited to the following:

- Determining the needs of the company or individual
- Preparing and distributing fact sheets, photographs, articles, news releases, and/or promotional booklets
- Making speeches, conducting research
- Directing advertising campaigns in all types of media
- Coordinating special exhibits, contests, or luncheons into the total public relations plan

Occupation Specialties

(Dot codes in parenthesis)

Sales Service Promoters (165.167-010) generate sales and create good will for a firm's products by preparing displays and touring the country. They call on merchants to advise them of ways to increase sales and demonstrate products.

Working Conditions

Public relations specialists may work alone or with a team on a particular project. The work is often done in comfortable, well-lighted, and ventilated offices. Public relations specialists usually work 35 to 40 hours a week, 5 days a week. A public relations specialist's routine consists of preparing and delivering speeches, attending meetings and community activities, and out-of-town travel.

Many times overtime is required and sometimes specialists are on call around the clock.

Public relations specialists may belong to the Public Relations Society of America. Members pay periodic dues.

Tools, Equipment and Materials used may include:

- Typewriters
- Cameras
- Telephones
- Audio-Visual Equipment
- Surveys & Reports
- Showcases
- Charts
- Interview Forms
- Account Records

Worker Requirements

You should like:

- Communicating with people
- Abstract and creative work

You should be able to:

- Influence and react to people's ideas and attitudes
- Project self-confidence, speak clearly
- Communicate ideas and information verbally and in writing
- Evaluate information and make quick judgments and decisions
- Plan, control, and complete projects from start to finish
- Deal with people in all situations

Physically you must:

- Lift and carry light materials
- See and hear well, either naturally or with correction

Opportunities for Experience:

Summer work at radio and television stations, at newspaper offices, and volunteer work with charitable and community organizations can provide experience in this field.

Methods of Entry:

One method is to apply directly to civil service offices, advertising agencies, newspapers, radio and television stations, businesses, or industries. Assistance may also be obtained from college placement offices and newspaper want ads.

Earnings and Advancement

Earnings vary by the type of business, location, and size of employer. Private consulting firms generally pay more than companies that have their own

OCCUPATION SPECIALTIES
DOT CODE:
165.067-010 Public Relations Representative
165.167-010 Sales Service Promoter
SOC CODE: 332

OKLAHOMA CAREER SEARCH

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AUDIOVISUAL PROGRAMMING CAREER SEARCH ABSTRACTS

DAY 8 ACTIVITIES

PUBLIC RELATIONS SPECIALIST

public relations departments. Those who work in public relations firms often receive substantial salary increases based on successful performance.

Earnings:

Nationally, in 1990, the average annual earning for public relations specialists was $28,370. The middle 50 percent earned between $20,870 and $44,450 a year. The top 10 percent of public relations practitioners in all organizations earned an average salary of more than $56,000, and the lowest 10 percent earned less than $15,900.

Public relations specialists graduating with a bachelor's degree and employed by the Federal Government earned a starting salary of $20,195 in 1990.

Those graduating with a master's degree earned a starting salary of $24,705. Public relations specialists employed by the Federal Government earned an average salary of $39,450 in 1990.

Fringe Benefits:

Public relations specialists may receive an expense account; hospital and life insurance; sick leave; paid vacations and holidays; and retirement plans. These benefits are usually paid for, at least in part, by the employer.

Career Ladder for this Occupation may look like this:

- Own Business
- Supervisor
- Public Relations Specialist
- Public Relations Trainee

A successful career depends on individual ability, initiative, self-confidence, desire, capacity for hard work, and experience.

Employment and Outlook

Nationally, in 1988, there were approximately 91,000 public relations specialists employed. Employment is expected to grow much faster than the average for all occupations as corporations, associations, medical centers, and other large organizations expand their public relations efforts. There will be keen competition for beginning jobs since the diversified nature of the occupation attracts many applicants. Prospects for a career in public relations are best for highly qualified applicants--talented people with sound academic preparation and some media experience.

Public relations specialists held about 1,530 jobs in Oklahoma during 1986. That number is expected to increase to 1,701 by 1992, which represents a 11.11 percent change. Job openings each year for public relations specialists will equal approximately 115, with 86 of those due to replacements and 29 created through new jobs.

Related Education and Training

Level(s) of education and training usually needed for this occupation:

- Technical junior or community college
- College bachelor's degree

School subjects helpful in preparing for this occupation include:

- College Preparatory
- English
- Speech
- Humanities
- Sociology
- Composition
- Journalism
- Typing
- Psychology

More Sources of Information

- Women Executives in Public Relations
  P. O. Box 781
  Murray Hill Station
  New York, NY 10156
- American Association of Advertising Agencies
  666 Third Avenue
  13th Floor
  New York, NY 10017
- International Public Relations Association, U.S. Section
  250 W. Floresta Way
  Menlo Park, CA 94025
- College Placement Offices
- Local, State, and Federal Civil Service Offices

AUDIOVISUAL PROGRAMMING CAREER SEARCH ABSTRACTS

DAY 8 ACTIVITIES

RADIO, TV ANNOUNCER & NEWSCASTER

Nature of the Occupation

Radio and television announcers provide information and entertainment by speaking to audiences through the radio and television media. Radio announcers introduce recorded music; present news, sports, weather, and commercials; interview guests; and report on community activities. Television announcers usually specialize in a particular type of programming, such as sports, news, or weather reports.

Duties may include but are not limited to the following:

- Introducing various types of radio or television programs
- Announcing news, commercials, and public service messages
- Interviewing guests
- Describing sports and public events
- Writing scripts and news copy
- Selling commercial time
- Keeping records of programs and preparing program logs
- Reviewing and selecting recordings for air play

Occupation Specialties

(Dot codes in parenthesis)

Disc Jockeys (159.147-014) announce programs of musical recordings and comment on music and other matters of interest to the audience.

Sports Announcers (159.147-010) broadcast descriptions of sporting events as they happen. They may also interview sports figures.

Working Conditions

Working conditions are usually pleasant because of the variety of work and the many personal contacts that are part of the job. Radio and television announcers may be supervised by a program manager, station manager, or station owner.

Announcers usually work in well-lighted, air-conditioned, and soundproof studios.

Most announcers in large stations work a 40-hour week. In small stations, many announcers work overtime each week. Working hours may be unusual and consist of both time on the air and time spent in preparing for broadcasts. Announcers work within a tight schedule which requires split-second timing and can prove to be physically and mentally demanding.

Many announcers belong to unions, such as the American Federation of Television and Radio Artists (AFTRA) or the National Association of Broadcasters. Announcers who join a union must pay union dues.

Tools, Equipment and Materials used may include:

- Telephones
- Typewriters
- Portable Film & TV Cameras
- Record Turntables
- Charts, Diagrams, Entry Books, Schedules & Scripts
- Teletype Machines
- Tape Recorders
- Film & Electronic Editing Equipment
- Radio Control Consoles
- Radio Transmitters

Worker Requirements

You should like:

- Activities concerned with the communication of information
- Some degree of public exposure

You should be able to:

- Communicate ideas orally and in writing
- Read quickly and accurately
- Perform a variety of duties which may change often

Physically you must:

- Speak clearly in a pleasant, well controlled voice
- See and hear, either naturally or with correction

Special Requirements:

Since announcers in small radio stations may sometimes operate transmitters, they may be required to obtain a Federal Communications Commission (FCC) radiotelephone third class operator's license.

Opportunities for Experience:

There are several ways to explore or gain experience as an announcer. These include working during the summer or part-time for some radio and television stations; working for college or university radio and television stations when

OCCUPATION SPECIALTIES
DOT CODE
159.147-010 Announcer
159.147-014 Disc Jockey
159.147-010 Sports Announcer
SOC CODE 333

OKLAHOMA CAREER SEARCH

AUDIOVISUAL PROGRAMMING CAREER SEARCH ABSTRACTS

DAY 8 ACTIVITIES

RADIO, TV ANNOUNCER & NEWSCASTER

a student, working as a disc jockey at dances for high schools, clubs, and charitable organizations, and the military services.

Methods of Entry

Apply directly for employment to radio and television stations. You should include a resume and, in some instances, an audition tape.

Earnings and Advancement

Earnings of radio and television announcers vary according to the employer, the size of the community, the nature of the announcer's work, and the announcer's reputation. Salaries in television are usually higher than those in radio.

Earnings

Earnings for experienced radio announcers averaged about $21,700 per year in 1990, with a range from about $12,000 in the smallest markets to about $55,000 for on air personalities, $49,000 for sports reporters, and $42,400 for news announcers in the largest markets.

TV news anchors in network affiliated stations had average annual earnings of $60,800, with a range from $24,000 in the smallest markets to $222,000 in the largest markets. Weathercasters averaged about $47,000 and sportscasters about $43,500 per year. Earnings in independent stations were considerably lower.

Fringe Benefits

Most announcers receive paid vacations and holidays, life, accident, disability, and hospitalization insurance, retirement plans, sick pay, and severance pay. These benefits are usually paid for, at least in part, by the employer.

Career Ladder for this Occupation may look like this:

- Own Show
- Network Announcer
- Large Station Announcer
- Small Station Announcer

Experience, charisma, and audience following will help accelerate advancement.

Employment and Outlook

Nationally, there were approximately 57,000 radio and television announcers employed in 1988. Employment is expected to increase about as fast as the average as new stations are licensed and as more cable television systems develop their own programming. Competition for beginning jobs as announcers will be very keen through the year 2000. The broadcasting field typically attracts more jobseekers than there are jobs. It will be easier to get a job in radio than in television because more radio stations hire beginners. Many of these jobs will be in small stations.

Radio, TV announcers and newscasters held about 753 jobs in Oklahoma during 1986. That number is expected to increase to 793 by 1992 which represents a 5.29 percent change. Job openings each year for radio, TV announcers and newscasters will equal approximately 13, with 6 of those due to replacements and 7 created through new jobs.

Related Education and Training

Level(s) of education and training usually needed for this occupation:

- Technical junior or community college
- College bachelor's degree

Level(s) of education and training also available for this occupation:

- On the job training

School subjects helpful in preparing for this occupation include:

- College Preparatory
- English
- Journalism
- Theatre and Drama
- Foreign Languages
- Speech

More Sources of Information

- Federal Communications Commission
  1919 M Street, NW
  Washington, DC 20552
- National Association of Broadcasters
  1771 N Street, NW
  Washington, DC 20036
- Broadcast Education Association
  1771 N Street, NW
  Washington, DC 20036
- National Cable Television Association
  1724 Massachusetts Ave., NW
  Washington, DC 20037

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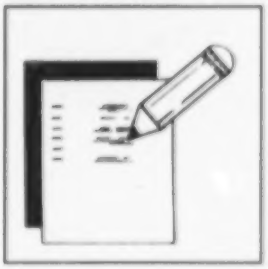
TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

DAY 8 ACTIVITIES

POSTTEST

INSTRUCTIONS



You will need a computer scan sheet or card to record your answers to the following Posttest. Be sure to write your name, the title of the TLA, the date, and the class period on the computer scan sheet or card using a #2 pencil. Use rows 11-20 to record the answers to the Posttest. If your answers will be hand-scored, use a blank sheet of notebook paper to record your answers and number your answers 11-20.

SPELLING TEST

Use rows 21-30 on the computer scan sheet or card. If the word is spelled correctly, mark (a) on the computer scan sheet or card. If the word is spelled incorrectly, mark (b) on the computer scan sheet or card. Be sure to use a #2 pencil and make your marks dark. If your answers will be hand-scored, use a blank sheet of notebook paper to record your answers and number your answers 21-30.

(a) correct (b) incorrect

GET POSTTEST QUESTIONS FROM YOUR INSTRUCTOR.

When you finish the Posttest, give the Posttest and your answers to your instructor.

If you finish Day 8 Activities with time left over, you may begin the Skunk Works Activity.

TECHNOLOGY EDUCATION AUDIOVISUAL PROGRAMMING

SKUNK WORKS

BACKGROUND

The term *Skunk Works* comes from an engineering division of the 3M Company. In the late 1960s a group of engineers at 3M wanted to design a new product, but the managers of the company would not give them the money for research. So they decided to design the product anyway, then try to convince the company to make it. Whenever the engineers could grab a few extra minutes from their regular assignments, they worked on the new product. In early 1969 they presented it to the marketing division of 3M, and the company has been selling it ever since. The product: Velcro fasteners.

SKUNK WORKS CHALLENGE

In the activities you completed for this TLA, you created a 60-second video to convey your thoughts and ideas to your audience. But in the working world of commercial videography, video length is often limited to 30 seconds — about the length of the average television commercial. Your challenge is to shoot a 30-second video that conveys the same message as the video you shot on Day 7 of this TLA. This challenge requires you to include only necessary information in your video.

Use the same procedure and materials you used earlier in this TLA.